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ABSTRACT

In 1986-87, the school board of the Austin Independent School District approved an assignment plan that returned most elementary students to their neighborhood schools and created 16 predominantly minority schools with many students from low-income families. To assure that these students received a quality education, a 5-year Plan for Educational Excellence was implemented. The 4th-year results of the plan in each of the schools is summarized in this report. Methodology involved analysis of reports and student test scores and surveys of principals, staff, and parents. Findings indicate that the district provided full-day prekindergarten classes, innovative funds, and extra support staff, and lowered the pupil/teacher ratio. Test scores showed improvement in priority school students' academic achievement. Other indicators of success included increased teacher attendance, favorable parent and staff attitudes, increased parent and community involvement, and implementation of a multicultural education program. Fifty-two figures are included. Attachments include a school climate/effectiveness survey, school standards reports, priority schools summaries, recommendations for student placement, discipline incidents, Adopt-A-School data, and parent survey results. A one-page executive summary precedes the text. (10 references) (LMI)

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Priority Schools: The Fourth Year

ED339095

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

PRIORITY SCHOOL SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

	1991 DATA	STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance	95.4	95% or greater	YES	YES	YES	YES	
2. Average number of teacher absences	4.5	5 or fewer days	NO	YES	NO	YES	
3. TAAS: Percent Mastery	Math Reading Writing						
ENGLISH							
ALL (N= 1595)	59% 63% 66%	85% or greater	NO	NO	NO	NO	
Boys (N= 721)	60% 58% 59%	Difference 7% or less by:					
Girls (N= 874)	58% 67% 72%						
Low Income (N= 1312)	57% 62% 65%	Sex	YES	YES	NO	NO	
Non-Low Income (N= 283)	67% 70% 72%	Income	YES	NO	NO	NO	
Black (N= 656)	54% 60% 61%						
Hispanic (N= 861)	61% 64% 69%	Ethnicity	NO	NO	NO	NO	
Other (N= 78)	75% 76% 74%						
	Math Reading Writing						
SPANISH							
ALL (N= 120)	90% 81% 66%	85% or greater	YES	YES	YES	NO	
Boys (N= 68)	88% 79% 63%						
Girls (N= 52)	92% 83% 69%						
Low Income (N= 115)	91% 81% 66%	Difference 7% or less by:					
Non-Low Income (N= 5)	-% -% -%						
		Sex	NO	YES	-	YES	
		Income	-	-	-	-	
4. ITBS Composite Achievement							
Percent in bottom quartile	37%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL (N= 4464)	36	50 or greater	NO	NO	NO	NO	
Boys (N= 2162)	34	Difference 7%iles or less by:					
Girls (N= 2302)	39						
Low Income (N= 3786)	35						
Non-Low Income (N= 678)	48	Sex	YES	YES	YES	YES	
Black (N= 1667)	34	Income	NO	NO	NO	NO	
Hispanic (N= 2608)	36						
Other (N= 189)	54	Ethnicity	NO	NO	NO	NO	
5. Parent Evaluation							
My child's school is an effective (excellent) school.							
Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree / Don't Know/Not Applicable		75% or more Agree or Strongly Agree	YES	YES	YES	YES	
43% 41%							

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PRIORITY SCHOOLS: THE FOURTH YEAR

Evaluation Findings, 1990-91

Executive Summary

Austin Independent School District
Department of Management Information
Office of Research and Evaluation

Authors: Catherine Christner, Lauren Hall Moede, Scarlett Douglas, Wanda Washington, Theresa Thomas

Program Description

In April of 1986-87, the School Board approved the current student assignment plan which returned most elementary students to their neighborhood schools and created 16 predominantly minority schools with many students from low-income families. To assure that students in these 16 schools receive a quality education, the Division of Elementary Education developed *A Plan for Educational Excellence* with the advice of a committee of teachers, principals, and other administrators. The five-year plan was implemented in each of these 16 Priority Schools. This report summarizes the results in each of these 16 Priority Schools. The summary of the results of the fourth year of implementation focuses on outcome variables.

Implementation

For the fourth year, the District met its commitment to the Priority Schools by providing:

- full-day prekindergarten classes at all campuses
- a lowered pupil-teacher ratio across all grade levels
- innovative funds, extra support staff including parent training specialists, full-time helping teachers, counselors, and clerks
- extra support and directives from the central office (including the Language Arts Mastery Program)

Major Findings

1. **Student Achievement: Priority School students are now achieving at higher levels than before the implementation of *A Plan for Educational Excellence.***
   - As a group, the Priority Schools TAAS mastery levels were lower than AISD's mastery levels across grades and subtests. Individual campuses made higher gains, in many cases. In looking at grade 3 mathematics, for example, Metz had a 96% mastery level, Campbell had a 94% mastery level, Ortega had a 93% mastery level, and Becker had an 89% mastery level.
   - Iowa Tests of Basic Skills (ITBS). When the Priority Schools' 1991 ITBS averages are compared to past years:
     - 83% are higher than in 1987.
     - 58% are higher than in 1990.
   - Peabody Picture Vocabulary Test--Revised (PPVT-R). Full-day prekindergarten students posted higher gains in vocabulary than is average for four-year-olds across the nation.

2. **Other Indicators of Success:**
   - Student Attendance. Priority School student attendance rates decreased slightly from 95.6% in 1989-90 to 94.5% in 1990-91. The overall elementary average during the same time period went from 95.9% to 95.8%.
   - Teacher Attendance. Priority School teachers were in their classrooms an average of .7 days more last year than other elementary teachers. Excluding extended leave, the average Priority School teacher was absent 4.5 days in 1990-91 compared to 5.2 days for other elementary school teachers.
   - Parent Opinion. Priority School parents (84%) agreed that their children's schools were effective (excellent) schools and that their children learned a lot this school year (91%).
   - Staff Opinion. Almost all the teachers in Priority Schools (95%) had high expectations for student success.
   - Teacher Transfer Requests. Priority School teachers requested transfers to other schools more often than did other elementary teachers. Teacher transfer request rates dropped somewhat in other elementary schools (10% in 1989-90 to 8% in 1990-91), but increased slightly in the Priority Schools (11% to 12%).
   - Parent Involvement. All 16 schools reported a wide variety of activities (fundraisers, volunteer programs, training, recognition ceremonies) that successfully involved parents at their schools, notably the MegaSkills program.
   - Community Involvement. Principals and Priority Schools Monitoring Committee members reported an increased involvement with the whole school community this year. A wide variety of mentoring programs, Adopt-A-School, and fundraisers, all helped to increase community involvement with the schools.
   - Multicultural Education. Each Priority School had a wide variety of activities to recognize the cultural heritages of African Americans and Hispanics. Fifteen of the 16 Priority Schools had exchange programs, or other activities with non-priority school campuses. Additional cultures were recognized through social studies units.

A copy of the full report for which this is the Executive Summary is available as Publication Number 90.04 from: Austin Independent School District
Office of Research and Evaluation
1111 West 6th Street
Austin, Texas 78703

INTRODUCTION

In the spring of 1986-87, when the Board of Trustees approved a new student assignment plan which returned most elementary students to their neighborhood schools, 16 predominantly minority schools with many students from low-income families were created. The return to neighborhood schools raised concerns on the part of many that the quality of educational opportunity would be lower in these schools. In order to assure that students received a quality education, the Division of Elementary Education developed A Plan for Educational Excellence with the advice of a committee of teachers, principals, and other administrators. In the 1987-88 school year, the Plan was implemented in each of the 16 "Priority Schools," as the schools came to be called.

One of the components of the Plan focused on accountability and called for an evaluation of the implementation of the Plan. Because this is the fourth year of the implementation, this report represents a focus on outcome measures, such as achievement.

This evaluation was conducted primarily with Chapter 1 funds with assistance from locally funded evaluation staff with planning and data collection activities.

The schools known as Priority Schools are listed below.

Allan
Allison
Becker
Blackshear
Brooke
Campbell
Govalle
Metz
Norman
Oak Springs
Ortega
Pecan Springs
Sanchez
Sims
Winn
Zavala

Open Letter to AISD:

After four years of Priority Schools and four years of evaluating the Priority Schools, some conclusions come to mind.

There was a strong districtwide commitment to the Priority Schools then and that commitment has remained strong through storms of budget crises. The commitment has been to have all schools identified as Priority Schools in the beginning, remain Priority Schools for the full five-year commitment. Each year when the Board of Trustees made budget assumptions, the Priority Schools formula remained intact as their first budget assumption. When new school buildings were considered, the Board opted to rebuild the outdated Metz and Campbell. These were approved and are now under construction. The Priority Schools' Monitoring Committee members have reported that the District met its commitment to these 16 campuses.

It is somewhat misleading to think of this as a single Priority Schools program when it is a set of programs and ideas implemented by different people at 16 diverse campuses. This year, what stood out for me, was the differential successes the schools have had.

Committed teachers and principals who believe they can and will make a difference are essential. This is especially important because Priority Schools' teachers on the average have one year less experience than do other AISD teachers. Teachers must believe that all students can and will learn. Ways for renewing and encouraging teachers and controlling burnout are necessary elements of any school's success.

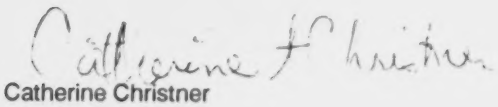
Successful programs, designed to reach parents in a wide variety of ways and involve them in their child's education, are an important aspect of an effective school milieu. It is important to involve the school community with the school to create a strong bond and community pride. Effective mentoring programs which involve a wide variety of mentors are valuable in many different ways to schools.

Priority Schools need to continue their growth toward being effective schools by their willingness to try new ideas. Ortega and the Nabisco grant are one example of this.

How can the Priority Schools be helped to continue to improve?

- Provide encouragement and assistance for those schools to reach out and try new things.
- Continue to foster the school based improvement model because the school staff are closest to the customer, the student.
- Hold each campus accountable for its own performance--help them alleviate their deficiencies and build on their success.
- Recruit proven effective principals.
- Foster the continuation of collaborative, cooperative efforts of the schools with businesses, churches, and other community groups.
- Recruit and hire master teachers.
- Offer training that trains staff to become stronger in areas that benefit Priority Schools' students.
- Continue to develop and enhance the gifted programs.
- Encourage the efforts of schools to make multicultural education a daily, ongoing part of their instructional day.
- Continue to recognize Hispanic and African American cultures and their contributions to society.
- Encourage frequent joint school activities and/or field trips that involve interaction with other school.

- Continue to improve and maintain each school facility, and replace if needed (Campbell and Metz).
- Allow schools (with their community's approval) to trade in part of their Priority Schools package for other items--i.e., trading a lower pupil teacher ratio for a schoolwide computer lab or teacher stipends.
- Discontinue programs or practices that are not working.
- Continue to encourage the involvement of parents in their child's education.
- Encourage/facilitate strong mentoring programs which involve a variety of people.
- Assist teachers to leave the Priority Schools if they want to leave.
- Never lose sight that the bottom line is improving students' achievement.
- Encourage the collaboration between the Priority Schools and their respective junior high or middle schools to help make a smooth transition for the students.
- Provide support for teachers and principals if burnout becomes a problem.
- Encourage the adoption of technology at the campuses.
- Foster a positive school climate at each campus as this facilitates student achievement and success.



Catherine Christner
Evaluator

COMPONENT DESCRIPTIONS

WHAT ARE THE COMPONENTS OF A PLAN FOR EDUCATIONAL EXCELLENCE?

A Plan for Educational Excellence calls for the following:

Exemplary Leadership and Master Teachers. Autonomous principals have the skills and experience to act as strong instructional leaders who utilize resources and hire cohesive, committed, and resourceful staffs. Master teachers are caring, dedicated. They have a desire to teach minority children, hold high expectations for all of their students, and teach for mastery. These teachers are experienced and/or they have demonstrated exceptional skills.

Effective Instruction. Effective instruction requires the mastery of basic skills, operates from the students' cultural perspectives, and is intellectually challenging. Effective principals and teachers are more important to effective instruction than are programs, materials, and other items. It stimulates academic, social, cognitive, physical, and emotional growth (and recognition of achievement in these areas). Effective instruction is delivered through direct instruction for all students and includes special programs to meet the needs of LEP, low-achieving, and at-risk children. Schoolwide plans for homework, goal setting, TAAS preparation, and monitoring are encouraged.

Full-Day Prekindergarten. Full-day pre-K provides additional instructional time for educationally disadvantaged four-year-olds who are either LEP or low income. The focus is increasing language, concept, personal, and social development.

Reduced Pupil-Teacher Ratio. Smaller classes are provided for all grade levels, pre-K through 6. The average class size is to be 15 to 1 in pre-K through 2, 18 to 1 in grades 3 and 4, and 20 to 1 in grades 5 and 6.

Additional Personnel and Support Services. Schools will receive full-time support personnel (i.e., helping teachers, librarians, counselors, Parent Training Specialists, etc.), and an innovative money fund.

Multicultural Education On-going activities honor and recognize the cultural heritage of students and the contributions made by minority groups. The curriculum will be reviewed to ensure inclusion of multicultural perspectives in the curriculum and instruction at the schools.

Strong Parental-Community Involvement. Activities encourage parents and community members to become involved with the schools and volunteer as role models, tutors, speakers, and resources. Parents receive training and encouragement to participate in their children's education both at school and at home. Communication between the schools, homes, and communities is fostered and improved.

Staff Development. Each school planned and/or presented its own development the fourth year of the Priority Schools. Schools determined their plan for staff development through needs assessments of their staff members. Innovative funds were often used to pay for staff development, in the form of speakers, seminars, etc.

Buildings/Grounds. School buildings and grounds are well-maintained, safe and attractive.

Accountability. A monitoring committee and ORE's evaluation reports will make information about implementation, resources, and outcomes available to the public, the Board of Trustees, and other AISD staff.

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1: EXEMPLARY LEADERSHIP AND MASTER TEACHERS

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1 Exemplary Leadership and Master Teachers

Autonomous principals have the skills and experience to act as strong instructional leaders who utilize resources and hire cohesive, committed, and resourceful staffs. Master teachers are caring, dedicated. They have a desire to teach minority children, hold high expectations for all of their students, and teach for mastery. These teachers are experienced and/or they have demonstrated exceptional skills.

Most Priority Schools teachers (95%) agreed that classrooms in their schools are characterized by students actively engaged in learning. Teachers averaged 8.7 years of teaching experience. Principals averaged 8.9 years of administrative experience and 9.3 years of teaching experience.

1-1. HOW DID THE SCHOOL CLIMATE OF THE PRIORITY SCHOOLS COMPARE TO SCHOOL CLIMATE AT THE OTHER ELEMENTARY SCHOOLS?

School climate was assessed by the districtwide spring, 1991, employee survey. All AISD teachers were asked to respond to 24 survey items about the characteristics of their schools, factors that contribute to quality teaching, and personal satisfaction with teaching as a profession. Districtwide results from these items are presented in AISD on AISD: Reflections on the State of the District--1990-91 Districtwide Surveys (ORE publication number 90.31). Results for the Priority Schools and other elementary schools are compared in Attachment 1-1.

School Climate

When teachers were asked about their attitudes towards the schools where they teach, Priority School teachers differed from teachers in other elementary schools. Throughout the four years, Priority School teachers' attitudes have been less positive than that of other elementary teachers, with the exception of the first year Priority Schools were implemented. In 1987-88, Priority School teachers had a higher percentage of agreement (96%) than other elementary teachers (95%) when asked if their school climate was conducive to learning. Additional questions concerning school climate were added to the survey for the following years. Responses to these school climate questions are found in Figure 1-1.

FIGURE 1-1
SCHOOL CLIMATE QUESTIONS AND PERCENT AGREEING
1987-88 THROUGH 1990-91

QUESTION	YEAR	PRIORITY SCHOOLS	OTHER SCHOOLS
School climate is conducive to learning	1987-88	96%	95%
	1988-89	94%	97%
	1989-90	91%	96%
	1990-91	93%	97%
School has safe climate	1987-88	*	*
	1988-89	90%	93%
	1989-90	81%	94%
	1990-91	86%	93%
Teacher morale is generally high	1987-88	*	*
	1988-89	71%	74%
	1989-90	65%	79%
	1990-91	73%	80%

* Question not asked during the 1987-88 school year.

School Effectiveness

Teachers in both Priority Schools and other elementary schools rated their schools high on items concerning the characteristics of an effective school. The top four areas for both groups of teachers were:

- Most Priority School teachers (95%) and other elementary school teachers (96%) agreed that classrooms in their schools are characterized by students actively engaged in learning.
- Almost all teachers in Priority Schools (95%) and other elementary schools (96%) had high expectations for student success.
- Most of the teachers (Priority Schools, 92%; other elementary schools, 98%) reported that monitoring of student progress in their schools was frequent and used to improve efficiency.
- Most Priority School teachers (90%) and other elementary school teachers (94%) agreed that their school staff believed and demonstrated all students can attain mastery.

1-2. WAS THE PRIORITY SCHOOLS' MISSION COMMUNICATED TO STAFF AND PARENTS?

Parent Survey

As part of the spring, 1991, parent survey distributed to parents of all elementary school students, Priority School parents were asked if the mission or philosophy of their children's schools had been clearly communicated to them. Over three fourths (82%) of the parents responding to the survey agreed that the mission had been communicated to them.

Teacher Survey

In the spring, 1991, employee survey, Priority School teachers were asked if their schools had a clear and focused mission through which the entire staff shared an understanding and commitment to school goals. Most (86%) of the teachers responding agreed that their schools had such a mission.

1-3. HOW MANY TEACHERS AT THE PRIORITY SCHOOLS WERE BILINGUAL OR ESL CERTIFIED?

A total of 144 bilingual teachers and 91 English-as-a-second language (ESL) teachers was located at the 16 Priority Schools in 1990-91, down slightly from 144 bilingual teachers and 94 ESL teachers in 1989-90, 154 bilingual teachers and 105 ESL teachers in 1988-89, and 161 bilingual teachers and 113 ESL teachers in 1987-88. The totals for each Priority School are presented along with comparison figures for the other elementary schools as a whole in Figure 1-2. As indicated in the figure, 34% of the bilingual certified and 22% of the ESL certified teachers at the elementary level are at the Priority Schools.

FIGURE 1-2
BILINGUAL AND ESL TEACHERS IN THE PRIORITY SCHOOLS, 1990-91

SCHOOL	BILINGUAL TEACHERS	ESL TEACHERS
Allan	13	3
Allison	14	8
Becker	8	6
Blackshear	8	5
Brooke	14	7
Campbell	3	4
Govalle	12	6
Metz	23	10
Norman	1	4
Oak Springs	5	1
Ortega	9	4
Pecan Springs	4	6
Sanchez	17	10
Sims	2	7
Winn	3	3
Zavala	8	7
PRIORITY SCHOOLS TOTAL	144 (34%)	91 (22%)
OTHER ELEMENTARY SCHOOLS TOTAL	275 (66%)	323 (78%)
TOTAL ELEMENTARY	419 (100%)	414 (100%)
NUMBER OF LEP STUDENTS:		
PRIORITY SCHOOLS	1,476 (36%)	
OTHER ELEMENTARY SCHOOLS	2,647 (64%)	

1-4. WHAT WAS THE ETHNIC COMPOSITION OF THE TEACHERS ASSIGNED TO THE PRIORITY SCHOOLS?

Figure 1-3 shows the percentage of teachers of each ethnicity assigned to each of the 16 Priority Schools.

FIGURE 1-3
ETHNIC COMPOSITION OF PRIORITY SCHOOL TEACHERS
1990-91

SCHOOL		% BLACK	% HISPANIC	% OTHER
Allan	(n=44)	7	36	57
Allison	(n=42)	5	43	52
Becker	(n=32)	9	28	63
Blackshear	(n=37)	38	19	43
Brooke	(n=35)	3	51	46
Campbell	(n=27)	52	11	37
Govalle	(n=49)	12	29	59
Metz	(n=39)	8	51	41
Norman	(n=25)	44	12	44
Oak Springs	(n=22)	18	23	59
Ortega	(n=30)	3	43	53
Pecan Springs	(n=39)	26	18	56
Sanchez	(n=44)	5	43	52
Sims	(n=30)	43	7	50
Winn	(n=63)	37	6	57
Zavala	(n=34)	9	26	65
PRIORITY SCHOOLS TOTAL	**(n= 592)**	**19**	**28**	**53**
OTHER ELEMENTARIES	**(n=1,910)**	**7**	**19**	**74**
TOTAL ELEMENTARY	**(n=2,502)**	**10**	**21**	**69**

- The overall ethnic makeup of the teachers at the Priority Schools was 19% Black, 28% Hispanic, and 53% Other. However, the percentages varied greatly when examined school by school, especially for Black and Hispanic teachers.
- The ethnic makeup of Priority School teachers is similar to the ethnic percentages of pupil enrollment in AISD which were 20% Black, 34% Hispanic, and 46% Other.

1-5. HOW EXPERIENCED WERE PRINCIPALS ASSIGNED TO THE PRIORITY SCHOOLS?

According to information provided by the Department of Personnel, the Priority School principals:

- Had from 0.5 to 22 years of administrative experience in AISD or other school districts.
- Had from 2 to 17 years of teaching experience in AISD or other school districts.
- Averaged 8.9 years of administrative experience.
- Averaged 9.3 years of teaching experience.

1-6. HOW EXPERIENCED WERE TEACHERS ASSIGNED TO THE PRIORITY SCHOOLS? HOW DID THIS COMPARE WITH OTHER SCHOOLS?

On the average, teachers in the Priority Schools were 1.0 year less experienced than teachers in other elementary schools.

- The Priority Schools had larger percentages of teachers with five or fewer years of experience than the other elementary schools.
- The Priority Schools had smaller percentages of teachers with more than 15 years of experience than the other elementary schools.
- The average number of years of experience among teachers assigned to Priority Schools was 8.7, compared with 9.7 years of experience among teachers assigned to other elementary schools.

FIGURE 1-4
YEARS OF TEACHING EXPERIENCE FOR PRIORITY SCHOOL TEACHERS BY ETHNICITY, 1990-91

YEARS OF EXPERIENCE (AISD AND NON-AISD)		PRIORITY SCHOOL TEACHERS (N=591)	OTHER ELEMENTARY SCHOOL TEACHERS (N=1,907)
0- 1	Black	8.8%	5.1%
	Hispanic	12.0%	15.1%
	Other	20.9%	12.7%
	TOTAL	16.1%	11.7%
2- 3	Black	9.7%	6.5%
	Hispanic	12.0%	9.5%
	Other	12.9%	11.6%
	TOTAL	12.0%	10.8%
4- 5	Black	11.5%	3.6%
	Hispanic	9.0%	10.1%
	Other	11.9%	10.4%
	TOTAL	11.0%	9.9%
5-10	Black	15.9%	22.5%
	Hispanic	27.0%	27.5%
	Other	21.5%	22.6%
	TOTAL	22.0%	23.5%
11-15	Black	18.6%	16.7%
	Hispanic	28.7%	26.4%
	Other	17.4%	18.9%
	TOTAL	20.8%	20.2%
16-20	Black	12.4%	21.0%
	Hispanic	8.4%	10.6%
	Other	9.0%	13.2%
	TOTAL	9.5%	13.3%
20+	Black	23.0%	24.6%
	Hispanic	3.0%	6.0%
	Other	6.4%	10.6%
	TOTAL	8.6%	10.8%
AVERAGE NUMBER OF YEARS OF EXPERIENCE			
	Black	11.2 YEARS	12.9 YEARS
	Hispanic	8.6 YEARS	9.3 YEARS
	Other	7.7 YEARS	9.5 YEARS
	TOTAL	8.7 YEARS	9.7 YEARS

1-7. WHAT DEGREES WERE HELD BY TEACHERS ASSIGNED TO THE PRIORITY SCHOOLS?

The District's Employee Master Record File was accessed to determine the highest degree held by teachers in the Priority Schools. Of the 591 Priority School teachers, 71.6% had bachelor's degrees, 27.9% had master's degrees, and 0.5% had doctoral degrees. These percentages were very similar to those for teachers in other elementary schools (69.7% had bachelor's degrees, 30.2% had master's degrees, and 0.1% had doctoral degrees).

1-8. HOW DID THE TEACHER ABSENTEE RATE AT THE PRIORITY SCHOOLS COMPARE TO THE RATE FOR OTHER ELEMENTARY SCHOOLS?

Teacher absentee rates at the Priority Schools (4.5 days average) were over half a day per teacher less than the other elementary schools (5.2 days), and down from the 1989-90 rate of 5.1 days at the Priority Schools and 5.6 days at the other elementary schools.

Effective School Standards Report

Teacher absentee rates included sick and personal leave days. Teachers who took maternity leave or had extended absences (in excess of five consecutive days) were excluded. See the next section of this report for more details on the Effective School Standards Report.

- Teachers in the Priority Schools used an average of 0.7 fewer days of leave in 1990-91 than did teachers in the other elementary schools (4.5 days compared with 5.2 days).
- The absence rate was lower than in 1989-90, when the average number of teacher absences was 5.1 days in Priority Schools and 5.6 days in other elementary schools.
- The average of 4.5 days of teachers absences in the Priority Schools was within the Effective Schools Standards of 5 or fewer days.

1-9. HOW DID THE 1990-91 ABSENTEE RATE FOR THE TEACHERS AT THE PRIORITY SCHOOLS COMPARE WITH THE SAME TEACHERS' ABSENTEE RATE IN 1989-90?

In 1990-91, Priority School teachers who had also taught the previous year in a Priority School used .3 less leave days on the average than they did while teaching in a Priority School in 1989-90. In 1990-91, teachers in other elementary schools who had also taught the previous year in other elementary schools also used .3 less leave days on the average than they did in 1989-90.

- The average number of days of sick leave and personal leave taken by Priority School teachers was 4.6 days. In 1989-90, the same group of teachers took an average of 4.9 days of leave.
- The average number of days of leave taken by Priority School teachers (excluding extended absences in excess of five consecutive days) decreased by .3 days in 1990-91 from 1989-90.
- The average number of days of sick leave and personal leave taken by other elementary school teachers was 5.2 days. In 1989-90, the same group of teachers took an average of 5.5 days of leave.
- The average number of days of leave taken by other elementary school teachers (excluding extended absences in excess of five consecutive days) decreased by .3 days in 1990-91 from 1989-90.

1-10. HOW DID THE TEACHER TRANSFER REQUEST RATE FOR THE PRIORITY SCHOOLS COMPARE WITH THE RATE IN THE OTHER ELEMENTARY SCHOOLS?

Priority School teachers requested transfers to other schools more often than did other elementary teachers. Transfer request rates dropped somewhat in other elementary schools (10% in 1989-90 to 8% in 1990-91), but increased slightly in Priority Schools (11% to 12%).

FIGURE 1-5
TEACHER TRANSFER REQUESTS FOR PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS IN 1987-88 TO 1990-91

	NUMBER OF TEACHERS	NUMBER OF TRANSFER REQUESTS	TRANSFER REQUEST RATE
Priority Schools:			
1987-88	598	91	15%
1988-89	629	85	14%
1989-90	639	72	11%
1990-91	638	78	12%
Other Elementary Schools:			
1987-88	1,563	207	13%
1988-89	1,826	163	9%
1989-90	1,907	194	10%
1990-91	2,028	163	8%

2: EFFECTIVE INSTRUCTION

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2 Effective Instruction

Effective instruction requires the mastery of basic skills, operates from the students' cultural perspectives, and is intellectually challenging. Effective principals and teachers are more important to effective instruction than are programs, materials, and other items. It stimulates academic, social, cognitive, physical, and emotional growth (and recognition of achievement in these areas). Effective instruction is delivered through direct instruction for all students and includes special programs to meet the needs of LEP, low-achieving, and at-risk children. Schoolwide plans for homework, goal setting, TAAS preparation, and monitoring are encouraged.

2- 1. WHAT ARE THE EFFECTIVE SCHOOL STANDARDS?

Part of the Effective Schools Movement includes schools' being held accountable to standards indicating effectiveness. The Effective Schools Movement suggests areas for these standards, but school districts set up the actual criteria and cutoffs for effectiveness themselves. The Priority School principals, with the help of the Assistant Director of ORE, set long-range standards for the Priority Schools in 1987-88. Because these were five-year goals, an improving school standard was also set. These standards are summarized in Figure 2-1. The specifics of how these standards are computed are included in Attachment 2-1.

FIGURE 2-1
DESCRIPTION OF AISD'S EFFECTIVE SCHOOL STANDARDS

1) Student average percent of attendance of 95% or greater
2) Average number of teacher absences of five or fewer days
3) Statewide test mastery of 85% or greater on each subtest (with less than a 7% difference by sex, income, and ethnicity)--both English and Spanish
4) Fewer than 10% of the students below the bottom quartile on the ITBS Composite
5) Parent agreement of 75% or greater that the school is effective

Improving School = School where the percent mastering each subtest of the statewide test is 85% or more.

Effective School = School that meets criteria 1 through 5 and has done so for two consecutive years.

2- 2. HOW DID EACH PRIORITY SCHOOL PERFORM ON THE EFFECTIVE SCHOOL STANDARDS? WERE THERE CHANGES FROM 1989-90?

None of the 16 schools met the standard for being an improving school in 1990-91.

Attachment 2-1 includes the Effective School Standards Report for each of the 16 campuses. Figure 2-2 summarizes the number of campuses that met or did not meet each standard in 1987-88, 1988-89, 1989-90, and 1990-91.

FIGURE 2-2
SUMMARY OF EFFECTIVE SCHOOL STANDARDS REPORT DATA, PRIORITY SCHOOLS, 1987-88, 1988-89, 1989-90, 1990-91

STANDARD	NUMBER OF SCHOOLS MEETING THE STANDARD			
	1987-88	1988-89	1989-90	1990-91
1) Student average percent of attendance of 95% or greater	10 of 16 (63%)	10 of 16 (63%)	13 of 16 (81%)	11 of 16 (69%)
2) Average number of teacher absences of five days or less	4 of 16 (25%)	11 of 16 (69%)	10 of 16 (63%)	13 of 16 (81%)
3) TEAMS mastery of each subtest of 85% or greater	2 of 16 (13%)	1 of 16 (6%)	1 of 16 (6%)	0 of 16 (0%)
Difference by sex less than 7%	6 of 16 (38%)	5 of 16 (31%)	1 of 16 (6%)	1 of 16 (6%)
Difference by income less than 7%	3 of 11 (27%)	0 of 11 (0%)	2 of 6 (33%)	0 of 3 (0%)
Difference by ethnicity less than 7%	2 of 10 (20%)	3 of 11 (27%)	0 of 4 (0%)	1 of 5 (20%)
Spanish TEAMS mastery of each subtest of 85% or greater	3 of 4 (75%)	2 of 3 (67%)	0 of 0	0 of 0
Difference by sex less than 7%	1 of 2 (50%)	0 of 1 (0%)	0 of 0	0 of 0
Difference by income less than 7%	0 of 0	0 of 0	0 of 0	0 of 0
4) ITBS Composite--fewer than 10% in bottom quartile	0 of 16 (0%)	0 of 16 (0%)	0 of 16 (0%)	0 of 16 (0%)
Median percentile 50 or greater	2 of 16 (13%)	1 of 16 (6%)	0 of 16 (0%)	0 of 16 (0%)
Difference by sex less than 7%	11 of 16 (69%)	12 of 16 (75%)	12 of 16 (75%)	13 of 16 (81%)
Difference by income less than 7%	1 of 14 (7%)	4 of 14 (29%)	4 of 13 (31%)	3 of 12 (25%)
Difference by ethnicity less than 7%	5 of 13 (38%)	6 of 13 (46%)	6 of 13 (46%)	6 of 13 (46%)
5) 75% or higher parent agreement that the school is effective	16 of 16 (100%)	15 of 16 (94%)	13 of 16 (81%)	13 of 16 (81%)
Is this school an improving school (70 TEAMS Mastery)? (1987-88 Level)	10 of 16 (63%)	12 of 16 (75%)	10 of 16 (63%)	12 of 16 (75%)
Is this school an improving school (75% TEAMS Mastery) (1988-89 Level)	---	11 of 16 (69%)	6 of 16 (38%)	10 of 16 (63%)
Is this school an improving school (80% TEAMS Mastery) (1989-90 Level)	---	---	5 of 16 (31%)	5 of 16 (31%)
Is this school an improving school (85% TAAS Mastery) (1990-91 level)	---	---	---	0 of 16 (0%)

The number of schools for which each standard was measurable varied because achievement comparisons require 20 students per group.

No school met the standard of having fewer than 10% of its students in the bottom quartile. The greatest change from 1987-88 to 1990-91 was in the number of schools with low teacher absence rates--only 4 of 16 met this standard in the 1987-88 year, but 13 met the standard in 1990-91.

2- 3. HOW WOULD THE PRIORITY SCHOOLS PERFORM ON THESE STANDARDS IF THEY WERE CONSIDERED AS ONE SCHOOL? HOW DID THEY COMPARE ON THE STANDARDS WITH OTHER AISD ELEMENTARY CAMPUSES AS A GROUP?

In Figure 2-3 is presented the summary information for the Priority Schools, the other elementary schools, and AISD as a whole. The Priority Schools are much more like other elementary schools than different with 14 of the 19 standards alike. The areas where the schools were different are:

- the Priority Schools met the standard of the average number of teacher absences being less than five, and the other elementaries did not;
- the Priority Schools as a group did not have an ITBS median composite percentile of 50 or more, and the other schools did. Attachment 2-1 contains these individual school reports.

FIGURE 2-3
SUMMARY OF EFFECTIVE SCHOOL STANDARDS REPORT DATA, 1990-91
PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS

STANDARD	PRIORITY SCHOOLS	OTHER ELEMENTARY SCHOOLS
1) Student average percent of attendance of 95% or greater	YES	YES
2) Average number of teacher absences is five days or less	YES	NO
3) TAAS mastery of each subtest is 85% or greater	NO	NO
Difference by sex less than 7%	NO	NO
Difference by income less than 7%	NO	NO
Difference by ethnicity less than 7%	NO	NO
Spanish TAAS mastery of each subtest is 85% or greater	NO	NO
Difference by sex less than 7%	YES	NO
Difference by income less than 7%	--	--
4) ITBS Composite--fewer than 10% in bottom quartile	NO	NO
Median percentile 50 or greater	NO	YES
Difference by sex less than 7%	YES	YES
Difference by income less than 7%	NO	NO
Difference by ethnicity less than 7%	NO	NO
5) 75% or higher parent agreement that the school is effective	YES	YES
Is this school an improving school (70% TEAMS Mastery)?	YES	YES
Is this school an improving school (75% TEAMS Mastery)?	YES	YES
Is this school an improving school (80% TEAMS Mastery)?	NO	YES
Is this school an improving school (85% TAAS Mastery)?	NO	NO

2- 4. HOW MANY MEETINGS DID THE 16 PRINCIPALS HAVE DURING THE SCHOOL YEAR? WHAT WERE THE AGENDAS OF THESE MEETINGS?

During the 1990-91 school year, the Priority School principals met four times with the Assistant Superintendent for Elementary Education. Agenda items included the Monitoring Committee report to the Board of Trustees, the Office of Research and Evaluation Priority Schools report for 1989-90, the report on the school

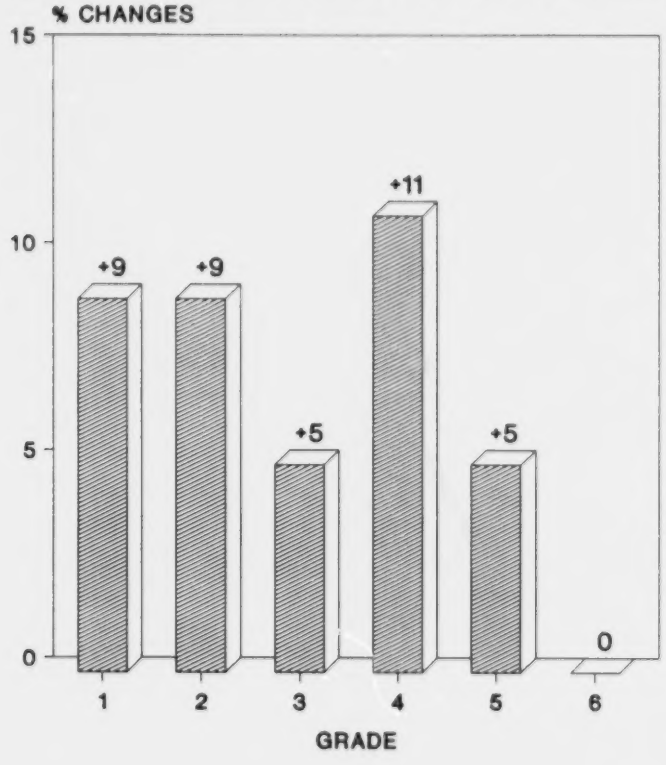
visit to Corpus Christi, brainstorming on the use of Chapter 1 funding, ideas for restructuring elementary schools, accelerated learning, LAMP staff development and materials, and planning for 1990-91.

2- 5. HOW DID THE PRIORITY SCHOOL STUDENTS ACHIEVE ON THE ITBS COMPARED TO 1986-87? TO 1989-90?

> 1990-91 Priority School students' achievement exceeded 1986-87 (83% of comparisons), and 1989-90 levels (58% of comparisons).

Attachment 2-2 gives the ITBS median percentiles (1988 norms) by grade, by subtest, and by year. From 1990 to 1991, of the 36 possible comparisons (6 grades x 6 subtests), 1991 ITBS medians were higher than 1990 medians in 21 cases (58%), lower in four cases (11%), and unchanged in 11 cases. In looking at 1987 to 1991 changes, of the 36 possible comparisons, 1991 Priority Schools student medians were higher than the 1987 medians in 30 cases (83%), lower in three cases, and the same in three cases. The largest gains were in grades 1, 2, and 4. The changes on the ITBS composite are illustrated in Figure 2-4.

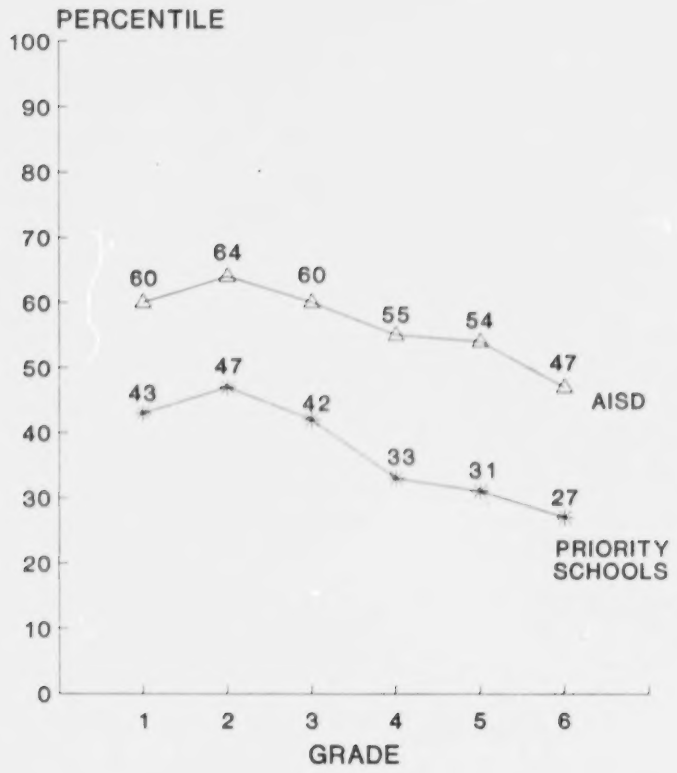
FIGURE 2-4
PERCENTILE CHANGES ON THE ITBS COMPOSITE FOR THE PRIORITY SCHOOLS FROM 1987 TO 1991 (1988 NORMS)



2- 6. HOW DO THE PRIORITY SCHOOLS' 1991 [illegible]S ON THE ITBS COMPOSITE COMPARE TO AISD SC[illegible]

Figure 2-5 graphically represents these data in terms of the ITBS Composite median percentile scores (1988 norms). Across all grade levels, the Priority Schools' medians were lower than the AISD medians, from 17 to 23 percentile points. All the Priority Schools' medians were lower than the national norm.

FIGURE 2-5
ITBS COMPOSITE MEDIANS
1990-91 (1988 NORMS)



2 -7. HOW DID THE PRIORITY SCHOOLS ACHIEVE ON THE ITBS BY ETHNICITY?

These data are presented in Attachment 2-3. Figure 2-6 presents median ITBS composite percentiles (1988 norms) and the number of increases in the medians (across all subtests) from 1987 to 1991. Across the three groups, Other students had the highest median percentiles, with Hispanics next, followed by Blacks. Hispanics and Blacks showed the most increases from 1987 to 1991. Overall, students in grades 4-6 had the lowest medians.

FIGURE 2-6
ITBS TRENDS FOR THE PRIORITY SCHOOLS BY ETHNICITY, BY GRADE, (1988 NORMS) FROM 1987 TO 1991

GRADE	Black Median % ile*	Black No. of Increases	Hispanic Median % ile*	Hispanic No. of Increases	Other Median % ile*	Other No. of Increases
1	45	6 of 6	38	6 of 6	56	5 of 6
2	41	5 of 6	50	6 of 6	58	6 of 6
3	37	4 of 6	44	3 of 6	56	4 of 6
4	28	6 of 6	37	6 of 6	54	5 of 6
5	25	6 of 6	33	5 of 6	51	5 of 6
6	20	2 of 6	32	4 of 6	--	too few students
TOTAL	--	29 of 36	--	30 of 36	--	25 of 30

* Composite score

SUMMARY OF PERCENTILE CHANGES BY ETHNICITY, 1987 TO 1991
GRADES 1-6

UP	%	SAME	%	DOWN	%
84	82%	3	3%	15	15%

2- 8. HOW DID THE PRIORITY SCHOOLS PERFORM INDIVIDUALLY ON THE ITBS?

The data are presented in detail in Attachment 2-4. Summarized in Figure 2-7 are the number of Priority Schools that increased from 1987 to 1988, 1988 to 1989, 1987 to 1989, 1989 to 1990, 1987 to 1990, 1987 to 1991, and 1990 to 1991 on the ITBS Composite.

FIGURE 2-7
NUMBER OF PRIORITY SCHOOLS SHOWING IMPROVEMENT ON THE ITBS COMPOSITE FROM 1987 TO 1988, 1988 TO 1989, 1987 TO 1989, 1987 TO 1990, 1989 TO 1990, 1987 TO 1991, AND 1990 TO 1991 (1988 NORMS)

	NUMBER OF SCHOOLS THAT INCREASED						
GRADE	87 TO 88	88 TO 89	87 TO 89	89 TO 90	87 TO 90	87 TO 91	90 TO 91
1	15 of 16	7 of 16	12 of 16	9 of 16	12 of 16	11 of 16	6 of 16
2	10 of 16	12 of 16	15 of 16	7 of 16	12 of 16	14 of 16	11 of 16
3	13 of 16	4 of 16	9 of 16	11 of 16	11 of 16	13 of 16	12 of 16
4	11 of 15	7 of 15	13 of 15	7 of 15	14 of 15	14 of 15	9 of 15
5	9 of 15	10 of 15	10 of 15	8 of 15	10 of 15	15 of 15	6 of 15
6	3 of 4	0 of 4	1 of 4	1 of 4	2 of 4	3 of 4	2 of 4

1988 norms are used in all six comparisons.

SUMMARY OF PERCENTILE CHANGES BY SCHOOLS ACROSS GRADE LEVELS

	UP	%	SAME	%	%
FROM 1987 TO 1988	61	74%	4	5%	21%
FROM 1988 TO 1989	40	49%	0	0%	51%
FROM 1989 TO 1990	36	44%	5	6%	50%
FROM 1987 TO 1989	40	73%	0	0%	27%
FROM 1987 TO 1990	61	74%	1	1%	24%
FROM 1987 TO 1991	70	85%	1	1%	14%
FROM 1990 TO 1991	46	56%	2	2%	40%

From 1987 to 1991, in grades 1-6, a large majority of Priority Schools showed increases. From 1990 to 1991 at grades 2, 3, and 4, half or more of the schools made increases; at grades 1, 5, and 6, half or more of the Priority Schools did not make gains. Grades 2 and 3 showed the most consistent increases over the four-year period, with the majority of schools improving. Grade 1 showed the least overall gain, with 11 of the 16 schools improving from 1987 to 1991.

2- 9. HOW DID EACH PRIORITY SCHOOL ACHIEVE ON THE ITBS BY GRADE IN 1987 COMPARED TO 1991?

The number of increases in ITBS median percentiles (1988 norms) for each grade for each of the Priority Schools from 1987 to 1991 is presented in Figure 2-8. The highest number of increases was at grade 4 (91%) and the lowest number of increases was at grade 6 (67%). On the whole, the majority of grade level medians were higher in 1991 than in 1987.

FIGURE 2-8
PRIORITY SCHOOL ACHIEVEMENT GAINS ON THE ITBS (1988 NORMS) FROM 1987 TO 1991, BY GRADE ACROSS SUBTESTS

SCHOOL	NUMBER OF INCREASES BY GRADE 1	2	3	4	5	6
ALLAN	5 of 6	6 of 6	6 of 6	6 of 6	6 of 6	---
ALLISON	6 of 6	1 of 6	1 of 6	6 of 6	6 of 6	---
BECKER	6 of 6	2 of 6	5 of 6	3 of 6	5 of 6	---
BLACKSHEAR	6 of 6	3 of 6	6 of 6	6 of 6	6 of 6	2 of 6
BROOKE	4 of 6	6 of 6	6 of 6	6 of 6	6 of 6	---
CAMPBELL	6 of 6	5 of 6	4 of 6	6 of 6	5 of 6	5 of 6
GOVALLE	6 of 6	6 of 6	6 of 6	6 of 6	5 of 6	---
METZ	6 of 6	5 of 6	6 of 6	6 of 6	6 of 6	4 of 6
NORMAN	6 of 6	5 of 6	5 of 6	3 of 6	6 of 6	---
OAK SPRINGS	0 of 6	6 of 6	3 of 6	6 of 6	5 of 6	---
ORTEGA	2 of 6	6 of 6	5 of 6	6 of 6	5 of 6	---
PECAN SPRINGS	0 of 6	3 of 6	4 of 6	6 of 6	5 of 6	---
SANCHEZ	4 of 6	6 of 6	2 of 6	6 of 6	6 of 6	5 of 6
SIMS	6 of 6	6 of 6	5 of 6	5 of 6	4 of 6	---
WINN	6 of 6	4 of 6	2 of 6	---	---	---
ZAVALA	2 of 6	6 of 6	6 of 6	5 of 6	5 of 6	---
Total	71 of 96 (74%)	75 of 96 (78%)	67 of 96 (70%)	82 of 90 (91%)	81 of 90 (90%)	16 of 24 (67%)

ITBS SUMMARY OF PERCENTILE CHANGES (1987 TO 1991)
FOR EACH PRIORITY SCHOOL BY GRADE ACROSS SUBTESTS

	UP	%
GRADE 1	71	74%
GRADE 2	75	78%
GRADE 3	67	70%
GRADE 4	82	91%
GRADE 5	81	90%
GRADE 6	16	67%

2-10. HOW DID EACH PRIORITY SCHOOL ACHIEVE ON THE ITBS SUBTESTS IN 1987 COMPARED TO 1991?

Figure 2-9 presents the number of increases in ITBS median percentiles (1988 norms) from 1987 to 1991 by subtest area. Across all subtest levels the majority of the schools showed improvement in each subtest area.

FIGURE 2-9
PRIORITY SCHOOL ACHIEVEMENT GAINS BY ITBS SUBTEST AREA ACROSS GRADE LEVEL (1988 NORMS) FROM 1987 TO 1991

NUMBER OF INCREASES

SCHOOL	VOCABULARY	READING COMPREHENSION	MATHEMATICS	SPELLING	WORD ANALYSIS	LANGUAGE	WORK STUDY	COMPOSITE
ALLAN	5 of 5	5 of 5	4 of 5	2 of 2	2 of 2	3 of 3	3 of 3	5 of 5
ALLISON	3 of 5	3 of 5	3 of 5	1 of 2	2 of 2	3 of 3	3 of 3	3 of 5
BECKER	2 of 5	4 of 5	3 of 5	1 of 2	1 of 2	3 of 3	2 of 3	4 of 5
BLACKSHEAR	6 of 6	4 of 6	4 of 6	1 of 2	2 of 2	4 of 4	3 of 4	5 of 6
BROOKE	4 of 5	4 of 5	5 of 5	2 of 2	2 of 2	3 of 3	3 of 3	5 of 5
CAMPBELL	2 of 6	6 of 6	6 of 6	2 of 2	1 of 2	4 of 4	3 of 4	6 of 6
GOVALLE	5 of 5	5 of 5	4 of 5	2 of 2	2 of 2	3 of 3	3 of 3	5 of 5
METZ	5 of 6	6 of 6	6 of 6	1 of 2	2 of 2	4 of 4	3 of 4	6 of 6
NORMAN	3 of 5	4 of 5	4 of 5	2 of 2	2 of 2	3 of 3	3 of 3	4 of 5
OAK SPRINGS	2 of 5	5 of 5	4 of 5	2 of 2	1 of 2	3 of 3	2 of 3	3 of 5
ORTEGA	4 of 5	5 of 5	4 of 5	1 of 2	2 of 2	3 of 3	2 of 3	4 of 5
PECAN SPRINGS	1 of 5	3 of 5	3 of 5	0 of 2	1 of 2	3 of 3	2 of 3	4 of 5
SANCHEZ	5 of 6	5 of 6	5 of 6	1 of 2	2 of 2	4 of 4	2 of 4	5 of 6
SIMS	4 of 5	5 of 5	4 of 5	1 of 2	2 of 2	2 of 3	2 of 3	5 of 5
WINN	1 of 3	3 of 3	2 of 3	1 of 2	2 of 2	1 of 1	0 of 1	2 of 3
ZAVALA	3 of 5	5 of 5	4 of 5	2 of 2	1 of 2	3 of 3	2 of 3	4 of 5

ITBS SUMMARY OF PERCENTILE CHANGES (1987-1991)
FOR EACH PRIORITY SCHOOL BY SUBTEST ACROSS GRADES

	UP	%
VOCABULARY	55	67%
READING COMPREHENSION	72	88%
MATHEMATICS	65	79%
SPELLING	22	69%
WORD ANALYSIS	27	84%
LANGUAGE	49	98%
WORK STUDY	38	76%
COMPOSITE	70	85%

2-11. HOW DID THE PRIORITY SCHOOLS PERFORM WHEN COMPARED TO THE OTHER AISD ELEMENTARY SCHOOLS?

One way of doing this comparison is using the Report on School Effectiveness (ROSE). The ROSE is a series of regression analyses which asks the question "How do the achievement gains of a school's students compare with those of other AISD students of the same previous achievement levels and background characteristics?" The ROSE report used a variety of variables (previous test score, sex, age, ethnicity, income status, reassignment/transfer status, and pupil/teacher ratio) to

calculate the "predicted" level of a student's achievement in reading and in mathematics from one year to the next. Then the predicted scores can be compared to see if a grade at a school exceeded, achieved, or was below the predicted score.

Using the ROSE calculations for grades 2-6 comparing the Priority Schools with the other elementary schools (only using those grades with measurable numbers), Figure 2-10 was prepared. The percent of grades achieving, exceeding, or going below predictions is summarized for Priority Schools and other elementary schools.

The Priority Schools had more exceeded predictions and fewer below predictions than did the other elementary schools in the area of language. Mathematics and reading were very similar. The Priority Schools had more below predictions in the work study area than did the other elementaries.

FIGURE 2-10
PERCENT OF ELEMENTARY SCHOOLS EXCEEDING, ACHIEVING, OR BELOW PREDICTIONS ON THE 1991 ROSE

	READING			MATHEMATICS			LANGUAGE			WORK STUDY		
	% EXCEEDED	% ACHIEVED	% BELOW	% EXCEEDED	% ACHIEVED	% BELOW	% EXCEEDED	% ACHIEVED	% BELOW	% EXCEEDED	% ACHIEVED	% BELOW
PRIORITY SCHOOLS	8%	81%	11%	21%	57%	22%	26%	65%	9%	12%	67%	21%
OTHER ELEMENTARY SCHOOLS	13%	79%	9%	22%	55%	22%	21%	56%	23%	15%	74%	11%

2-12. WHAT EFFECT DOES LOWERING THE PUPIL-TEACHER RATIO HAVE ON STUDENTS' ACHIEVEMENT?

Because the single largest expense of creating the Priority Schools was lowering the pupil-teacher ratios at all grade levels, there is an interest in knowing how much a lowered pupil teacher ratio (PTR) contributes to increased student achievement. One way to assess this was to run the Report on School Effectiveness (ROSE) report with and without PTR as a variable.

The ROSE for 1990-91 was run both with and without PTR to assess the amount of achievement gain produced by the lowered PTR. In analyzing the results, the following can be noted:

- In all cases, pupil teacher ratio accounts for a very small proportion of the variance. Previous test score, income status, age, and ethnicity account for much more weight in predicting a student's score.

- The negative weights of the PTR in the regression equations for grades 3-6 mathematics and grades 2-5 reading indicate that the smaller the class size, the higher the reading (or mathematics) scores. (See Figure 2-11.)

- The positive weights of the PTR in the regression equations for grade 2 mathematics and grade 6 reading indicate that the smaller the class size, the lower the reading (or mathematics) scores. (See Figure 2-11.)

- In order to gauge how many days of learning are gained by lowering the PTR, we can compute a **theoretical** comparison between gains of various sized classes. For the comparisons discussed here, we have chosen sizes of 12 and 21. When each class size is multiplied by the regression weight and the difference between these two numbers is calculated, the number of days of learning gained or lost for an instructional year can be figured. These data are presented in Figure 2-11. The highlights include:

  --from one to 58 additional days of learning were achieved in mathematics at grades 3-6 and from seven to 42 days of learning were achieved in reading at grades 2-5, respectively, with a class size of 12 compared to one of 21.

  --nine fewer days of learning at grade 6 were achieved in reading and 15 fewer days of learning were achieved in mathematics at grade 2 with a class size of 12 as compared to one of 21.

- This analysis was also conducted in 1988-89 and in 1989-90. The results are shown in Figure 2-11. As can be noted, there is an increasing number of gains (three versus six versus eight) for a lowered PTR over the course of three years. These analyses are encouraging because well over two million dollars is being spent each year to provide a lowered PTR in the Priority Schools. This increasing trend may also reflect the increased emphasis at these campuses of ways to make the most of the lowered PTR which principals reported. (See Section 4).

FIGURE 2-11
BY-SUBJECT AND BY-GRADE ANALYSES OF THE DIFFERENCE IN ACHIEVEMENT WITH A CLASS SIZE OF 21 OR 12

1988-89

SUBJECT	GRADE	DIFFERENCE IN LEARNING FOR EACH STUDENT IN A CLASS (REGRESSION WEIGHT)	DIFFERENCE IN WEIGHT FOR 12 VS. 21	THEORETICAL DIFFERENCE IN DAYS OF LEARNING WITH REDUCTION FROM 21 TO 12
Reading	2	0.016	.143	-25.0 days
Reading	3	0.006	.054	- 9.5 days
Reading	4	0.003	.027	- .2 days
Reading	5	0.003	.027	- .2 days
Reading	6	0.005	.044	- 8.0 days
Mathematics	2	-0.0003	.004	+ .7 days
Mathematics	3	-0.004	.034	+ 6.0 days
Mathematics	4	0.009	.079	-14.0 days
Mathematics	5	-0.007	.062	+11.0 days
Mathematics	6	0.0065	.058	-10.0 days

1989-90

SUBJECT	GRADE	DIFFERENCE IN LEARNING FOR EACH STUDENT IN A CLASS (REGRESSION WEIGHT)	DIFFERENCE IN WEIGHT FOR 12 VS. 21	THEORETICAL DIFFERENCE IN DAYS OF LEARNING WITH REDUCTION FROM 21 TO 12
Reading	2	-0.015	.131	+23.0 days
Reading	3	0.008	.069	-12.0 days
Reading	4	0.001	.010	- 2.0 days
Reading	5	-0.000	.002	+ .0 days
Reading	6	0.006	.052	- 9.0 days
Mathematics	2	-0.012	.111	+19.5 days
Mathematics	3	-0.005	.044	+ 8.0 days
Mathematics	4	-0.012	.106	+18.0 days
Mathematics	5	-0.007	.066	+11.5 days
Mathematics	6	0.004	.040	- 7.0 days

1990-91

SUBJECT	GRADE	DIFFERENCE IN LEARNING FOR EACH STUDENT IN A CLASS (REGRESSION WEIGHT)	DIFFERENCE IN WEIGHT FOR 12 VS. 21	THEORETICAL DIFFERENCE IN DAYS OF LEARNING WITH REDUCTION FROM 21 TO 12
Reading	2	-.008510611	.077	+13.5 days
Reading	3	-.018633577	.168	+29.0 days
Reading	4	-.003085396	.028	+ .5 days
Reading	5	-.007699777	.069	+12.0 days
Reading	6	.004098330	.037	- 6.5 days
Mathematics	2	.006596852	.059	-10.0 days
Mathematics	3	-.025876628	.233	+41.0 days
Mathematics	4	-.010271517	.092	+16.0 days
Mathematics	5	-.006494548	.058	+10.0 days
Mathematics	6	-.000560473	.005	+ 1.0 days

2-13. HOW DID THE PRIORITY SCHOOL MASTERY TAAS LEVELS COMPARE TO AISD MASTERY LEVELS AND TO THE STATE MASTERY LEVELS?

Figure 2-12 gives District, State, and Priority Schools TAAS mastery levels for October, 1990. (See Attachment 2-5 for more detail on the TAAS scores.) Priority Schools' levels of mastery were lower than AISD levels and lower than Texas levels. Mastery rates for the grade 3 Spanish TEAMS are included in Figure 2-13.

FIGURE 2-12
PERCENT OF STUDENTS MASTERING THE OCTOBER, 1990 TAAS IN PRIORITY SCHOOLS, AISD, AND TEXAS

	MATHEMATICS			READING			WRITING			PASSED ALL		
GRADE	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS
3	77%	86%	87%	74%	84%	85%	57%	67%	71%	49%	62%	65%
5	40%	60%	62%	53%	68%	70%	76%	81%	81%	32%	51%	53%

FIGURE 2-13
PERCENT OF STUDENTS MASTERING THE OCTOBER, 1990 SPANISH TAAS IN PRIORITY SCHOOLS, AISD, AND TEXAS

	MATHEMATICS			READING			WRITING			PASSED ALL		
GRADE	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS	PRIORITY SCHOOL	AISD	TEXAS
3	90%	87%	73%	81%	81%	67%	66%	65%	46%	61%	61%	39%

2-14. HOW DID THE PRIORITY SCHOOL STUDENTS PERFORM ON THE TAAS WHEN DISAGGREGATED BY ETHNICITY?

The TAAS mastery levels by grade, subtest, and ethnicity for Priority School students are presented in Figure 2-14. White students showed the highest mastery levels across grades and subject areas, except at grade 5 on Writing where Hispanics had the highest mastery level (80%). The mastery of the three groups was most similar in grades 3 and 5 writing. Hispanic students' mastery levels were higher, in general, than Black students' mastery.

FIGURE 2-14
1990-91 PRIORITY SCHOOLS TAAS MASTERY LEVELS BY ETHNICITY

	MATHEMATICS			READING			WRITING			PASSED ALL		
GRADE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC	WHITE
3	72%	80%	87%	70%	77%	79%	53%	58%	74%	43%	52%	67%
5	33%	43%	63%	50%	52%	72%	70%	80%	77%	27%	34%	54%

2-15. HOW DID THE TAAS MASTERY LEVELS OF PRIORITY SCHOOLS STUDENTS DISAGGREGATED BY ETHNICITY COMPARE WITH THE TAAS MASTERY LEVELS OF AISD AND TEXAS STUDENTS DISAGGREGATED BY ETHNICITY?

The TEAMS mastery levels by grade, subtest, and ethnicity for AISD and Texas students are presented in Figure 2-15. Using the data in Figure 2-12 to compare to these data, the following can be noted. The mastery levels for each ethnicity are very similar in the Priority Schools, in AISD, as a whole, and in the State. The AISD mastery levels are slightly higher than the Priority Schools student groups this year.

FIGURE 2-15
1990-91 AISD AND TEXAS TAAS MASTERY LEVELS BY ETHNICITY

	MATHEMATICS						READING						WRITING						PASSED ALL					
GRADE	BLACK		HISPANIC		WHITE		BLACK		HISPANIC		WHITE		BLACK		HISPANIC		WHITE		BLACK		HISPANIC		WHITE	
	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX	AISD	TX
3	73%	76%	82%	79%	94%	93%	73%	76%	78%	76%	92%	90%	54%	59%	60%	60%	77%	78%	44%	51%	53%	53%	74%	75%
5	37%	40%	48%	48%	78%	73%	52%	53%	57%	56%	84%	79%	72%	72%	77%	73%	88%	86%	31%	34%	38%	39%	70%	67%

2-16. WHAT IMPROVEMENT DID EACH OF THE 16 PRIORITY SCHOOLS SHOW ON THE TAAS AS COMPARED TO TEAMS?

TEA conducted an equating study to derive TEAMS equivalent scaled scores for the 1990-91 TAAS. These scores were derived by matching the scaled score frequency distributions for the TAAS and the TEAMS. Although this procedure assumed no growth at the State level, an AISD equating study indicates that the mastery level of the TAAS is from 2 to 13 grade equivalent months higher than the TEAMS. Therefore, caution should be used when interpreting these comparisons in Attachment 2-7. Figure 2-16 reflects the campuses with the greatest increases (improvement in mastery levels).

FIGURE 2-16
PRIORITY SCHOOLS WHICH HAD THE STRONGEST INCREASES TEAMS/TAAS, (1990)

GRADE 3			GRADE 5		
	Campbell	+68		Blackshear	+86
	Metz	+41		Campbell	+58
	Zavala	+17		Zavala	+44
	Norman	+17		Metz	+26

As can be noted, Campbell, Metz, and Zavala appear on both the Grades 3 and 5 list.

2-17. WHICH PRIORITY SCHOOLS HAD THE HIGHEST TAAS MASTERY LEVELS?

Several campuses (Metz, Campbell, Becker, and Ortega) made strong gains in each of the three subject areas at grade 3. At grade 5, Allison, Campbell, Blackshear, and Brooke had the highest percent of students passing all the tests.

Figure 2-17 highlights the four schools with the highest mastery level by grade and subtest. Attachment 2-5 has the information for all Priority Schools.

FIGURE 2-17
PRIORITY SCHOOLS WITH THE HIGHEST TAAS MASTERY LEVEL FROM 1987 TO 1991, BY GRADE AND SUBTEST

GRADE 3		GRADE 5	
MATHEMATICS		MATHEMATICS	
Metz	96%	Campbell	63%
Campbell	94%	Brooke	61%
Ortega	93%	Allison	58%
Becker	89%	Blackshear	54%
READING		READING	
Metz	88%	Campbell	70%
Ortega	85%	Brooke	65%
Campbell	84%	Blackshear	63%
Becker	84%	Pecan Springs	62%
WRITING		WRITING	
Metz	88%	Metz	88%
Blackshear	73%	Blackshear	86%
Becker	72%	Allison	83%
Allan	64%	Brooke	81%
		Campbell	81%
PASSED ALL		PASSED ALL	
Metz	82%	Allison	50%
Becker	69%	Campbell	48%
Allan	62%	Blackshear	44%
Ortega	61%	Brooke	44%

2-18. WHAT SPECIAL PROGRAMS WERE IN PLACE AT THE PRIORITY SCHOOLS?

- Chapter 1 Priority Schools: helped fund the reduction of the pupil-teacher ratio (PTR) at 15 of the 16 schools and full-time prekindergarten in all 16
- State Compensatory Education (SCE): funded the lowering of the PTR at one Priority Schools and provided most of the other special resources for the Priority Schools
- Transitional Bilingual Education (TBE): program for limited-English-Proficient (LEP) students with a Spanish or Vietnamese home language
- LEP-LAMP (Language Arts Mastery Process): language arts program for LEP students whose language dominance was determined to be C, D, or E prior to June, 1989
- English as a Second Language (ESL): program for LEP students not in bilingual education
- Special Education: program for students with handicaps or disabilities who need special assistance beyond that provided through the regular education program
- Teach and Reach--Reading and Mathematics: program designed to improve specific reading and/or mathematics skills of identified Black elementary students
- Chapter 2 Formula: federal funding that funded Writing to Read at Blackshear, partially funded Rainbow Kits (a series of lessons to be used at home to reinforce and enhance Language Arts skills) at 11 Priority Schools, and bought dictionaries or thesauruses for 12 Priority Schools.
- AIM High: the gifted and talented program implemented in all 16 Priority Schools

2-19. HOW MANY LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS WERE ENROLLED IN THE PRIORITY SCHOOLS DURING THE 1990-91 SCHOOL YEAR?

A total of 1,476 LEP students were enrolled in the Priority Schools during 1990-91. This was 35.8% of the elementary total.

Limited English Proficient (LEP) Student File

A total of 1,476 LEP students were at the Priority Schools during the official October count for the 1990-91 school year. Figure 2-18 presents the number of students by grade and by language dominance. The concentration of students is at the lower grade levels. There were 2,647 LEP students at the other elementary schools. The end-of-school membership for the Priority Schools was 6,961 or 18.7% of the elementary total (37,139). This indicates their LEP counts are higher than average for AISD.

FIGURE 2-18
NUMBER OF LEP STUDENTS, BY GRADE AND DOMINANCE AT THE PRIORITY SCHOOLS

	DOMINANCE							
	A	AL	B	C	D	E	EL	TOTAL
Grade								
EC	6	0	2	0	1	0	0	9
Pre-K	113	0	46	0	41	0	0	200
K	108	3	47	2	20	0	3	183
1	54	82	44	5	22	6	51	264
2	54	73	44	7	17	11	43	249
3	56	38	44	8	22	26	25	219
4	40	10	45	16	26	18	13	168
5	36	1	23	30	23	15	12	140
6	5	0	8	19	7	3	2	44
Priority Schools Total	472	207	303	87	179	79	149	1,476
Other Elementary Schools Total	1,141	283	608	191	247	55	122	2,647
Total Elementary	1,613	490	911	278	426	134	271	4,123

A = other than English monolingual
AL= other than English monolingual, but limited in that language
B = other than English dominant
C = bilingual, English and another language
D = English dominant
E = English monolingual
EL= English monolingual, but limited in English

2-20. HOW MANY SPECIAL EDUCATION STUDENTS, BY HANDICAPPING CONDITIONS, WERE SERVED AT EACH OF THE PRIORITY SCHOOLS?

In 1990-91, a total of 1,013 students received special education services at the Priority Schools. This was 24% of the total number of elementary students in AISD receiving special education services.

The number of elementary special education students served at each Priority School is shown in Figure 2-19. The most frequent handicapping conditions were language/learning disabled and speech handicapped.

FIGURE 2-19
SPECIAL EDUCATION COUNTS BY HANDICAPPING CONDITION, 1990-91

SCHOOL	AH	AU	ED	LD	MH	MR	OH	OI	SH	VH	TOTAL
Allan	0	0	3	18	5	1	3	0	70	0	100
Allison	0	0	3	34	0	0	0	1	34	0	72
Becker	0	0	4	34	0	7	1	1	25	0	72
Blackshear	0	0	10	30	0	3	0	5	8	0	56
Brooke	0	0	8	39	0	2	0	2	45	0	96
Campbell	0	0	8	16	0	0	0	0	12	0	36
Govalle	0	0	1	13	0	2	1	0	63	0	80
Metz	0	0	13	18	0	1	0	0	3	0	35
Norman	0	0	4	12	8	8	0	0	7	0	39
Oak Spgs.	0	0	1	19	1	0	0	0	31	0	52
Ortega	1	0	32	13	0	14	1	3	17	0	81
Pecan Spgs.	0	0	5	19	0	1	0	3	18	0	46
Sanchez	1	0	3	65	0	0	0	2	18	1	90
Sims	0	0	1	13	0	0	0	0	24	0	38
Winn	0	0	13	28	0	5	0	2	27	0	75
Zavala	0	0	1	23	0	1	0	2	18	0	45
Priority Schools Total	2	0	110	394	14	45	6	21	420	1	1,013 (24%)
Other Elementary Schools Total	68	6	441	1,218	78	147	54	78	1,133	30	3,253 (76%)
Elementary Total	70	6	551	1,612	92	192	60	99	1,553	31	4,266

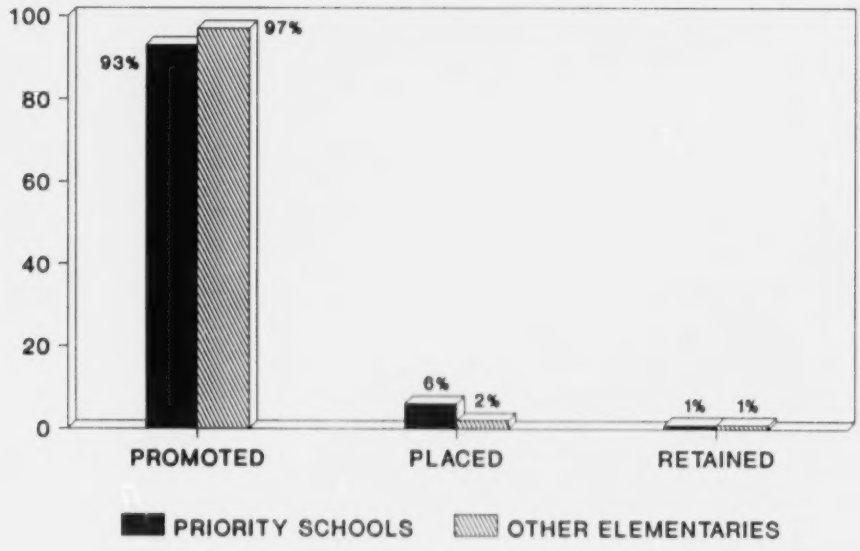
AH - Auditorially Handicapped
AU - Autistic Handicapped
ED - Emotionally Disturbed
LD - Language/Learning Disabled
MH - Multi-Handicapped
MR - Mental Retardation
OH - Orthopedically Handicapped
OI - Other Health Impaired
SH - Speech Handicapped
VH - Visually Handicapped

2-21. WHAT WERE THE PROMOTION/RETENTION/PLACEMENT RATES FOR EACH OF THE PRIORITY SCHOOLS? HOW DID THIS COMPARE WITH THE OTHER AISD ELEMENTARY SCHOOLS?

The Priority Schools overall had more recommended placements (6% vs. 2%) than did the other elementary schools, but the same percentage of retentions (1%) as did the other elementary schools. These comparisons are illustrated in Figure 2-20.

Of the Priority Schools, Blackshear had the lowest percentage promoted (81%) while having the highest percent of placed students (19%). Allan and Becker had the highest retention rates for Priority Schools, with 2% of their grades K-5 students recommended for retention. As in 1989-90, the highest percent of Priority School students placed (11%) or retained (2%) were at grade 1. The percent of recommended promotions, retentions, and placements for each of the Priority Schools as well as comparison percents for other elementary schools are shown in Attachment 2-7.

FIGURE 2-20
NUMBER OF RECOMMENDED PROMOTIONS, PLACEMENTS, AND RETENTIONS FOR PRIORITY SCHOOLS AND THE OTHER ELEMENTARY SCHOOLS, SUMMER, 1991



2-22. HOW MANY PRIORITY SCHOOL STUDENTS PARTICIPATED IN GIFTED AND TALENTED PROGRAMS IN 1990-91?

Gifted/Talented File

By accessing the District's Gifted/Talented File, the numbers in Figure 2-21 were obtained, as were those for the other AISD elementary schools. Figures for 1987-88, 1988-89, and 1989-90 are also included for comparison purposes. Of the Gifted/Talented students served at the elementary level, 11 percent were served at the Priority Schools. Although this is a decrease from twelve percent the previous year, it is the same percentage served the first two years. Winn identified the most students (70), while Ortega identified the fewest (10).

On the average, Priority School campuses identified 34 gifted/talented students and the other elementaries averaged 90 students. The Priority Schools are generally smaller than are the other elementary schools. Another way to examine this is to compare the percent of the served students to the number enrolled. Of the 37,139 elementary students, 6,961 (18.7%) are at Priority Schools. In 1987, 442 (10.8%) of gifted students were at Priority Schools. There were 538 (11.0%) gifted students served in 1991 in the Priority Schools.

FIGURE 2-21
PRIORITY SCHOOL AIM HIGH COUNTS, 1990-91

SCHOOL	1987-88	1988-89	1989-90	1990-91
Allan	11	39	31	29
Allison	34	95	72	62
Becker	16	8	38	38
Blackshear	38	42	33	23
Brooke	3	23	25	20
Campbell	8	12	18	15
Govalle	42	41	39	38
Metz	17	40	48	34
Norman	39	37	46	32
Oak Springs	15	21	20	18
Ortega	10	15	13	10
Pecan Springs	71	58	46	35
Sanchez	39	59	50	48
Sims	34	43	36	40
Winn	48	16	42	70
Zavala	17	27	24	26

TOTALS		Average/ Campus		Average/ Campus		Average/ Campus		Average/ Campus
Priority Schools	442	28	576	36	581	36	538	34
Other Elementaries	3,658	78	4,547	95	4,451	93	4,341	90
Elementary Total	4,100	65	5,123	80	5,032	79	4,879	76

2-23. HOW WAS THE GIFTED/TALENTED PROGRAM IMPLEMENTED AT EACH CAMPUS?

Principal Interview

When asked to describe the implementation of the gifted and talented program on their campus, the following responses were among those most frequently reported by Priority School principals.

- Schools followed the identification guideline process (reported by 11 or 69% of the principals).
- Program fully implemented this year (3 or 19%).
- Kindergarten and first grade programs implemented this year (3 or 19%).
- Used AIM High materials (2 or 13%).
- Teachers attended AIM High workshops (2 or 13%).
- The Leadership Project was implemented and working well (2 or 13%).

2-24. WHAT WERE THE STUDENT ATTENDANCE RATES FOR THE PRIORITY SCHOOLS?

In Figure 2-22, student attendance rates are presented for 1990-91 for the 16 Priority Schools and AISD elementaries as a whole. Comparison figures are given for 1989-90, 1988-89, 1987-88, and 1986-87 (reconfigured into 1987-88 boundaries).

From 1989-90 to 1990-91, the Priority Schools percent attendance declined .2% and the District elementary rate declined .1%. From 1986-87 to 1990-91, the Priority Schools rate increased .8% while the District elementary rate increased by .5%.

FIGURE 2-22
PERCENT OF STUDENT ATTENDANCE FOR
1986-87 THROUGH 1990-91, BY SCHOOL

SCHOOL	1986-87	1987-88	1988-89	1989-90	1990-91
ALLAN	94.6%	95.0%	94.2%	95.1%	95.3%
ALLISON	95.0%	95.0%	95.3%	95.7%	94.6%
BECKER	94.3%	94.4%	95.4%	96.5%	96.2%
BLACKSHEAR	93.5%	94.4%	94.5%	94.7%	94.5%
BROOKE	94.3%	94.3%	94.6%	96.1%	95.9%
CAMPBELL	95.4%	95.8%	94.7%	95.4%	95.7%
GOVALLE	94.4%	94.5%	94.3%	95.6%	95.1%
METZ	95.7%	96.5%	97.2%	96.9%	96.7%
NORMAN	95.5%	95.5%	95.5%	95.9%	95.6%
OAK SPRINGS	93.2%	94.4%	95.2%	94.8%	94.0%
ORTEGA	94.6%	95.8%	95.9%	96.9%	96.6%
PECAN SPRINGS	95.2%	95.9%	94.8%	95.3%	94.9%
SANCHEZ	95.6%	95.6%	95.7%	95.9%	95.6%
SIMS	95.4%	95.4%	95.2%	94.6%	94.6%
WINN	94.1%	95.2%	95.3%	95.5%	95.9%
ZAVALA	93.4%	94.5%	95.4%	95.4%	95.5%
PRIORITY SCHOOLS	94.6%	95.1%	95.2%	95.6%	95.4%
ALL AISD ELEMENTARY	95.3%	95.3%	95.1%	95.9%	95.8%

	NUMBER (PERCENT) OF SCHOOLS		
	UP	SAME	DOWN
FROM 1987 TO 1988	11 (69%)	5 (31%)	0 (0%)
FROM 1988 TO 1989	10 (63%)	1 (6%)	5 (31%)
FROM 1987 TO 1989	10 (63%)	1 (6%)	5 (31%)
FROM 1989 TO 1990	12 (75%)	1 (6%)	3 (19%)
FROM 1987 TO 1990	14 (88%)	1 (6%)	1 (6%)
FROM 1990 TO 1991	4 (25%)	1 (6%)	11 (69%)
FROM 1987 TO 1991	12 (75%)	1 (6%)	3 (19%)

The attendance rates in 12 of the Priority Schools increased from 1988-89 to 1989-90, while three schools had slight decreases in attendance. The attendance rates in six of the Priority Schools were at or above the 1989-90 District elementary average of 95.9%.

2-25. HOW DO PRIORITY SCHOOLS STUDENT ATTENDANCE RATES FOR 1990-91 COMPARE WITH THE ATTENDANCE RATES FOR THESE SAME STUDENTS IN 1989-90?

Attendance File

In order to determine if Priority Schools student attendance rates had changed from 1989-90 to 1990-91, the attendance rates for students who were in Priority Schools for **both** 1989-90 and 1990-91 were examined by campus. In six of the 16 schools, students' rates of attendance increased; in four schools there was no change; in six schools students' rates of attendance decreased. By comparison, during the 1989-90 school year students' rates of attendance increased in 13 of the 16 schools; in one school there was no change; in two there were very slight decreases of 0.1% each.

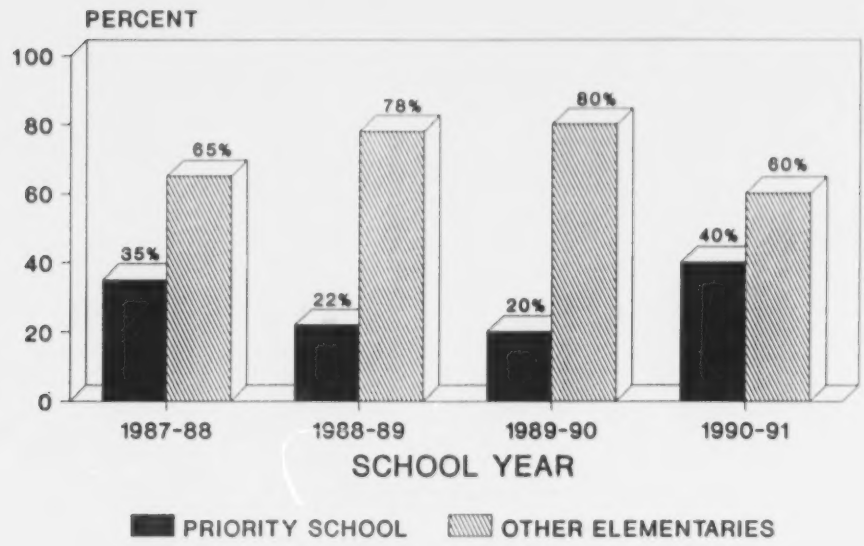
2-26. WHAT DISCIPLINE INCIDENCES WERE PROCESSED AT THE PRIORITY SCHOOLS?

Of the reported discipline incidents for all elementary students in 1990-91, 40% were from the Priority Schools, up from 20% in 1989-90, 22% in 1988-89, and 35% in 1987-88. The number of removals to an alternative education program (AEP) decreased 75% (from 4 to 1), but corporal punishment increased from 50 to 79 incidents and suspension increased from 5 to 12 incidents.

While Priority Schools make up 25% of the AISD elementary schools, 40% of the discipline incidents occurred on Priority School campuses. It should be noted however, that 11 of the 16 Priority Schools had no discipline incidents reported during 1990-91. Blackshear and Oak Springs reported 89% of the discipline incidents.

See Attachment 2-8 for the processed discipline incidents by school and by type for 1987-88, 1989-90, and 1990-91. In Figure 2-23, the percent of discipline incidents for Priority Schools and other elementaries are presented.

FIGURE 2-23
PERCENT OF DISCIPLINE INCIDENTS IN PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS, 1990-91



2-27. HOW DID THE PROCESSED DISCIPLINE INCIDENTS COMPARE FOR 1990-91 AND 1989-90 FOR STUDENTS IN THE PRIORITY SCHOOLS BOTH YEARS?

Discipline File

The 1989-90 and 1990-91 Discipline files were accessed to examine discipline incidents for students who were in the Priority Schools both years. For 1989-90, 29 of these students had discipline incidents processed. In 1990-91, 60 of the students had discipline incidents processed. Of these students, two had incidents processed in both 1989-90 and in 1990-91.

2-28. HOW DID PRINCIPALS WORK WITH THEIR STAFFS TO EMPHASIZE AND FOCUS ON MAINTAINING THEIR ACHIEVEMENT GAINS IN THE FOURTH YEAR?

Principal Interview

When principals were asked how they worked with their staffs to emphasize and focus on maintaining achievement gains in the fourth year, the following activities were mentioned most often.

- Focused on TAAS through staff development, purchase of additional materials, weekly TAAS and ITBS objectives, and meetings with teachers to chart progress of TAAS and ITBS results (10 or 63%).

and ITBS results (10 or 63%).
- Analyzed and evaluated test data (6 or 38%).
- Attended Region XIII workshops on school improvement (4 or 25%).
- Worked with new teachers on correlates of effective schools (4 or 25%).
- Coordinators observed and provided feedback (4 or 25%).

Teacher Survey

In the spring, 1991, employee survey, Priority School teachers were asked if they were confident that their students would show continued improvement in their achievement. Almost three quarters (72.0%) of the teachers responding agreed with this item, while only 1.6% disagreed.

2-29. WHAT PERCENT OF THE DAY DID TEACHERS USE WHOLE CLASS INSTRUCTION? HETEROGENEOUS GROUPING? DIRECT TEACHING?

The Plan for Educational Excellence encouraged the use of whole class instruction, heterogeneous grouping, and direct teaching. Did these occur?

Teacher Survey

During the spring, 1991, employee survey, Priority School teachers were surveyed concerning what percent of the school day they used whole class instruction, heterogeneous grouping, and direct teach. Their responses are summarized in Figure 2-24. In general, the majority of teachers reported using whole class instruction, heterogeneous grouping, and direct teaching for most (81-100%) of the day.

FIGURE 2-24
SUMMARY OF INSTRUCTIONAL DAY ORGANIZATION, 1990-91

METHOD	PERCENT OF SCHOOL DAY				
	91-100%	81-90%	71-80%	61-70%	60% OR LESS
WHOLE CLASS INSTRUCTION (n = 239)	35.1% 84	27.6% 66	18.0% 43	8.8% 21	10.5% 25
HETEROGENEOUS GROUPING (n = 237	52.7% 125	20.3% 48	7.6% 18	4.6% 11	14.8% 35
DIRECT TEACH (n = 251)	41.0% 103	28.3% 71	13.9% 35	5.2% 13	11.6% 29

2-30. HOW OFTEN DID REGROUPING OCCUR?

A Plan for Educational Excellence specified that regrouping of students should be kept to a minimum, in order to encourage whole class instruction and heterogeneous grouping. When teachers were interviewed during the 1987-88 school year, they rarely reported regrouping in any of the subject areas (6% or less of the teachers regrouped in each of the subject areas). However, when surveyed during the 1989-90 school year, most (83.4%) of the teachers reported regrouping at least once a day. In 1990-91, most (82.3%) of the teachers reported regrouping once (17.7% of those regrouping), twice (31.5%), or three or more times (33.1%) during the instructional day. It is unclear if this dramatic increase in the use of regrouping is because of a decrease in the use of whole class instruction and heterogeneous grouping since the 1987-88 school year, or in a difference in the way people respond to direct interview questions versus anonymous surveys.

2-31. HOW WAS THE LANGUAGE ARTS MASTERY PROGRAM (LAMP) IMPLEMENTED?

Teacher Survey

According to spring, 1991, teacher survey results, about a third (39.0%) of the teachers in the schools implementing the LAMP (the 16 Priority Schools, Andrews, Blanton, Dawson, Galindo, Harris, Maplewood, and Widen) were using the LAMP model for reading/language arts instruction, with some modification (up from 36.1% in 1990). A third of the teachers, were using the LAMP model most (10.2%) or all (15.6%) of the time, but over a fourth (35.1%) did not use it at all.

When asked if the staff development they received had been adequate to implement the LAMP, less than half (38.9%) of the teachers agreed, about a third (39.5%) were neutral, and a quarter (21.7%) of those responding did not believe the staff development was adequate.

Teachers surveyed were also asked which of the four components of the LAMP had been the most challenging to implement. Results to this item are shown below.

- Teaching on each student's instructional level (31.8%)
- Teaching on-grade level reading/language arts (23.5%)
- Teaching tutorials or individualized instruction (30.0%)
- Teaching on-grade level oral basal reading (14.7%)

When asked if the videos showing teaching sequences were a helpful tool, 31.6% of the teachers agreed, while 10.0% disagreed. However, over half (58.4%) of the teachers were neutral about the helpfulness of the videos.

2-32. IS THERE EVIDENCE OF PROGRAM EFFECTIVENESS?

Teacher Survey

In the spring, 1991, employee survey, when asked how effective instruction using LAMP was, compared to instruction in previous years, a quarter (24.8%) of the teachers responding said it was more effective, while 20.3% said it was about the same. Only 5.1% said it was less effective. The spring, 1990, employee survey reported higher agreement with over half (56.9%) of the teachers responding it was more effective, while a third (35%) said it was about the same. In 1990, only 8.1% said it was less effective.

Teachers surveyed were also asked how LAMP could be more effective. Of the 243 teachers responding, a fourth (25.0%) said that the program should be continued as is. The percentage of responses by teachers suggesting improvements are listed below.

- See videotapes of teachers modeling the process (18.0%)
- Visit other schools with LAMP (15.4%)
- Modify program structure (15.4%)
- Provide more materials (15.7%)
- Provide more training (21.6%)
- Revise materials (13.8%)

2-33. HOW WAS ON-GRADE LEVEL INSTRUCTION IMPLEMENTED AT EACH SCHOOL?

During the 1987-88 school year, 12 of the 16 Priority Schools tried on-grade level instruction in some form. In two schools it was utilized in only a class or two, but the other ten schools adopted it at one or more grade levels. During the 1988-89 school year, most (81.7%) of the Priority School teachers surveyed reported using on-grade level instruction. During 1989-1990, most (81.8%) of these teachers said they had used this approach in four subject areas: reading/language arts, science, social studies, and mathematics. Teachers surveyed during 1990-91 reported most (77.8%) used on-grade level instruction in the four subject areas. The remaining teachers used on-grade level instruction in one or more of the following areas: reading/language arts (15.4%), science (11.7%), social studies (9.3%), or mathematics (14.8%).

The majority (90.1%) of the teachers completing the survey reported using on-grade level instruction daily. The other teachers said they used this approach weekly (7.0%), monthly (0.5%), or only a few times (1.9%). Only one teacher (0.5%) had never used on-grade level instruction.

2-34. WHAT COMPUTER LABORATORIES WERE IN PLACE AT THESE CAMPUSES?

Principal Interview

Computer laboratories are operational in 7 of the 16 Priority Schools. Prescription Learning, a software program with exercises in reading, language arts, and writing, is used at Becker and Zavala. Writing to Read (WTR), a software program that encourages creative writing by spelling words as they sound, is used at Brooke, Blackshear, Norman, Oak Springs, and Sims.

2-35. WHAT WERE THE CRITERIA FOR SERVICE?

The Priority Schools placed no special criteria for participation in the computer-assisted laboratories. (As designed, only kindergarten and first grade students participate in the Writing to Read program). See Figure 2-25 for a listing of CAI schools and the type of laboratories in operation.

Figure 2-25
COMPUTER-ASSISTED INSTRUCTION SCHOOLS,LABORATORY TYPE, GRADE SERVED, MINUTES SERVED AND DAYS SERVED, 1990-91

Campus	Lab Type	Grade Served	Minutes Served	Days Served Per Week
Becker	Prescription Learning	Pre-K - 1 2-5	30 30	1 2
Brooke	WTR	K & 1	60	*
Blackshear	WTR	K & 1	60	5
Norman	WTR			
Norman	WTR	K & 1	50-60	5**
Oak Springs	WTR	K & 1	45	5
Sims	WTR	K & 1	45	5
Zavala	Prescription Learning	2 & 4 3 & 5	30 30	4 3

* every other day rotation
** for one semester

3: FULL-DAY PREKINDERGARTEN

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3 Full-Day Prekindergarten

Full-day pre-K provides additional instructional time for educationally disadvantaged four-year-olds who are either Limited English Proficiency or low income. The focus is increasing language, concept, personal, and social development.

The prekindergarten program served 2,404 students (586 half-day students and 1,793 full-day students) during 1990-91. Both full-day and half-day students made greater than average gains on the Peabody Picture Vocabulary Test-Revised. Students in full-day classes for low-income students averaged statistically significantly larger gains than did the half-day low-income students. There was no statistically significant difference between the gains made in the full-day and half-day classes for LEP students.

This section focuses on the AISD Prekindergarten Program as a whole.

3-1. WHAT WAS THE 1990-91 PREKINDERGARTEN PROGRAM?

The District implemented the State-mandated half-day Prekindergarten Program for all students who were LEP or low income. At the 16 Priority Schools and the 9 Chapter 1 Supplementary campuses, Chapter 1 funded the second half of the day, creating a full-day program. At Travis Heights and Blanton, a full-day program was funded out of Chapter 2 Formula funds. At 17 other elementaries, the State-required half-day program was implemented.

In Figure 3-1, some comparison figures are given for the Prekindergarten Program from 1986-87 to 1990-91.

FIGURE 3-1
COMPARISONS OF 1986-87 THROUGH 1990-91
AISD PREKINDERGARTEN PROGRAM

VARIABLE	1986-87	1987-88	1988-89	1989-90	1990-91
Number of Full-Day Classes	0	76	83	89	89
Number of Half-Day Classes	84	36	44	60	60
Number of Teachers	42	94	105	111	119
Number of Students Served Because of Low Income	1,081	1,352	1,541	1,692	1,735
Number of Students Served Because of LEP	435	553	597	536	669
Number of Half-Day Students	1,516	603	757	907	586
Number of Full-Day Students	0	1,302	1,381	1,321	1,793
Number of Students--Total (Cumulative Across Year)	1,516	1,905	2,138	2,228	2,404
October Pre-K Membership Counts	1,250	1,613	1,864	1,856	2,060

3-2. WHAT ARE THE DEMOGRAPHICS OF THE PREKINDERGARTEN STUDENTS?

Figure 3-2 shows that 49% of the students were female and 51% were male.

As can be noted from Figure 3-3, Hispanics (56%) made up the largest ethnic group served, followed by Blacks (26%), Others (15%), and Asians (4%).

FIGURE 3-2

SEX
1990-91 Prekindergarten

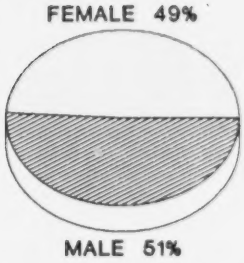
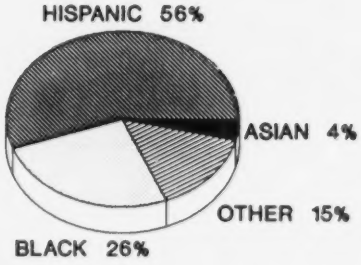


FIGURE 3-3

ETHNICITY
1990-91 Prekindergarten



3-3. HOW MANY PREKINDERGARTEN STUDENTS WERE SERVED AT EACH CAMPUS?

Attendance File

In Figure 3-4 the campuses are listed that had prekindergarten classes and the number of students served at each campus. The number served varied from 96 at Winn to 30 at Cook.

FIGURE 3-4
NUMBER OF 1990-91 PRE-K STUDENTS SERVED
BY EACH CAMPUS WITH A PRE-K PROGRAM

CAMPUS	# OF STUDENTS	# OF CLASSES	CAMPUS	# OF STUDENTS	# OF CLASSES
Allan	(F) 64	4	Metz	(F) 50	3
Allison	(F) 72	4	Norman	(F) 32	2
Andrews	(F) 75	4	Oak Springs	(F) 55	3
Barrington	(H)* 62	4	Odom	(H)* 69	4
Becker	(F) 43	3	Ortega	(F) 36	3
Blackshear	(F) 56	3	Palm	(H)* 51	4
Blanton	(F) 40	3	Pecan Springs	(F) 39	4
Brooke	(F) 68	4	Pillow	(H)* 59	4
Brown	(F) 71	5	Pleasant Hill	(H)* 55	4
Campbell	(F) 33	2	Reilly	(H)* 43	4
Casis	(H)* 32	2	Ridgetop	(F) 34	2
Cook	(H)* 30	2	St. Elmo	(H)* 62	4
Dawson	(F) 36	2	Sanchez	(F) 50	3
Galindo	(H)* 48	4	Sims	(F) 30	2
Govalle	(F) 64	4	Sunset Valley	(H)* 26	2
Harris	(F) 57	3	Travis Heights	(F) 51	3
Houston	(F)* 70	4	Walnut Creek	(F) 68	3
Joslin	(H)* 69	4	Widen	(H)* 79	4
Langford	(H)* 62	4	Winn	(F) 96	6
Linder	(F) 81	4	Wooldridge	(H)* 62	4
Maplewood	(H)* 41	4	Wooten	(F) 55	3
Mathews	(H)* 46	2	Zavala	(F) 48	3

F = Full-Day H = Half-Day

* Note: Half-day teachers teach two half-day classes.

3-4. DID PREKINDERGARTEN STUDENTS MAKE ACHIEVEMENT GAINS?

Full- and half-day prekindergarten students posted higher gains in vocabulary (from 9 to 22.4 standard score points) than is average for four-year-olds across the nation.

PPVT-R

In order to measure whether or not students had made achievement gains, the Peabody Picture Vocabulary Test-Revised (PPVT-R) was given to a sample of students. The sample was a randomly selected subset of each class. The goal was to test at least 50% of the class, and more if time allowed. In all, a total of 1,331 students had valid pre- and posttest scores.

The PPVT-R is an individually administered test that is designed to measure receptive vocabulary. It was chosen for prekindergarten because of its psychometric qualities; children do not have to be able to speak or write--they point to the answer; and it is easy to administer.

Students were pretested in September of 1990 and posttested in April of 1991. The scores reported are standard scores based on nationally established norms for children of varying age levels. The national average is 100. Because the test is age-normed, over a period of time the standard scores of students making average gains are expected to remain constant (students would make the same score on the pre- and posttest).

In Figure 3-5, the average pretest, posttest, and gain scores for students who had valid scores on both administrations are presented. Students were labeled either bilingual or ESL depending upon the program of instruction the teachers indicated. The full- and half-day students (bilingual, ESL, and low income) all averaged higher gains than predicted.

FIGURE 3-5
SUMMARY PPVT-R AVERAGE PRETEST, POSTTEST, AND GAINS, 1990-91

GROUP	No. of Students	Pretest Average	Posttest Average	Gain Average
Full-Day Bilingual	215	44.1	61.8	17.9
Full-Day ESL	18	53.4	76.9	22.4
Full-Day Low Income	637	74.4	85.7	11.3
Half-Day Bilingual	92	40.6	57.7	17.8
Half-Day ESL	40	60.4	80.9	18.8
Half-Day Low Income	329	84.1	93.1	9.0
Average Students Nationally	--	100.0	100.0	0.0

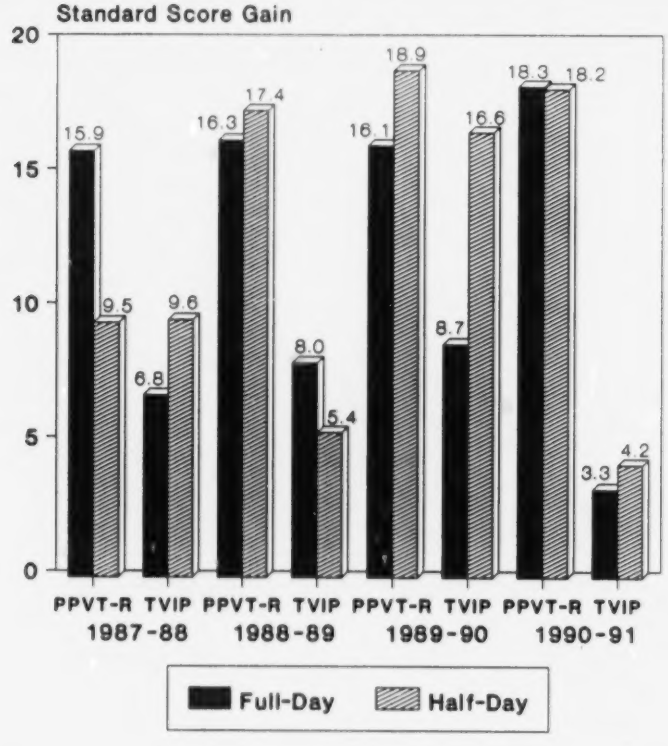
Only students with valid pre- and posttests are included.

3-5. HOW DID STUDENTS WHO WERE SERVED IN A SPANISH BILINGUAL PROGRAM PERFORM IN ENGLISH AND IN SPANISH?

PPVT-R and TVIP

The Test de Vocabulario en Imagenes Peabody (TVIP) was given, along with the English PPVT-R, to a sample of Hispanic LEP A and B (students who are monolingual in Spanish) students who were receiving a bilingual instructional program. They were pre- and posttested on both tests. The TVIP has the same structure and standard score system as does the PPVT-R. The results are presented graphically in Figure 3-6, along with the results from 1987-88, 1988-89, and 1989-90 for comparison purposes. For both full- and half-day students gains were shown in both English and Spanish. There were much higher gains in English than in Spanish.

FIGURE 3-6
STANDARD SCORE GAINS FOR STUDENTS TESTED ON THE PPVT-R AND TVIP, 1987-88 THROUGH 1990-91



Note:	1987-88	1988-89	1989-90	1990-91
Full-Day	n=105	n=138	n=146	n=162
Half-Day	n= 30	n= 49	n= 56	n= 68

3-6. HOW DO THE GAINS MADE THIS YEAR COMPARE WITH THE GAINS MADE IN PREVIOUS YEARS?

PPVT-R

The average pretest, posttest, and gains scores for the various groups of prekindergarten students from 1985-86 through 1990-91 are presented in Figure 3-7. For purposes of comparisons with previous years' data, students are grouped under LEP if they were served in either a bilingual or an ESL program.

FIGURE 3-7
SUMMARY PPVT-R AVERAGE PRETEST, POSTTEST, AND GAINS, 1985-86 THROUGH 1990-91

	No. of Students	Pretest Average	Posttest Average	Gain Average
LEP 1985-86 (Full-day)	28	70.0	85.5	15.5
LEP 1986-87 (Half-day)	94	67.7	78.8	11.4
LEP 1987-88 (Full-day)	185	56.3	67.5	16.8
LEP 1987-88 (Half-day)	61	50.0	66.8	11.2
LEP 1988-89 (Full-day)	196	48.3	63.5	15.2
LEP 1988-89 (Half-day)	79	46.4	64.9	18.5
LEP 1989-90 (Full-day)	171	41.3	57.3	16.0
LEP 1989-90 (Half-day)	117	48.0	67.7	19.7
LEP 1990-91 (Full-day)	233	44.6	62.9	18.3
LEP 1990-91 (Half-Day)	133	47.9	66.2	18.2
Low-Income 1985-86 (Full-day)	183	73.2	89.0	15.8
Low-Income 1986-87 (Half-day)	334	79.7	90.6	10.9
Low-Income 1987-88 (Full-day)	405	77.4	90.5	13.1
Low-Income 1987-88 (Half-day)	205	80.4	90.0	9.6
Low-Income 1988-89 (Full-day)	522	77.7	89.0	11.3
Low-Income 1988-89 (Half-day)	252	80.4	93.4	9.4
Low-Income 1989-90 (Full-day)	570	75.7	88.6	12.9
Low-Income 1989-90 (Half-day)	334	86.2	94.0	7.8
Low Income 1990-91 (Full-Day)	637	74.4	85.7	11.3
Low Income 1990-91 (Half-Day)	329	84.1	93.1	9.0

Only Students with valid pre- and posttests are included.

Half-day and full-day LEP students made almost the same gain (18.2 and 18.3, respectively). As with previous years, the full-day low income students had a higher average gain than did the half-day students.

3-7. ARE THE DIFFERENCES IN THE PPVT-R GAINS BETWEEN THE FULL-DAY STUDENTS AND THE HALF-DAY STUDENTS STATISTICALLY SIGNIFICANT?

PPVT-R

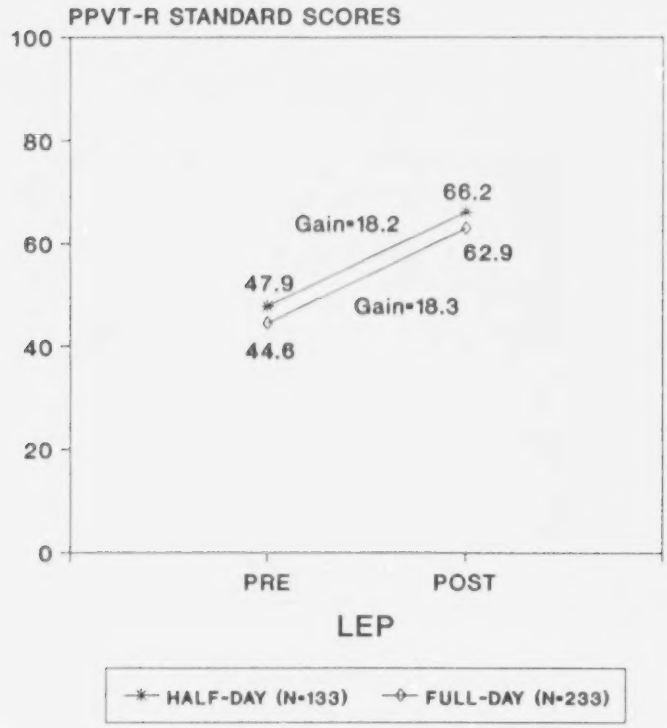
A series of regression analyses was performed separately for LEP and low-income students to answer this question.

LEP Students

There was not a statistically significant difference in gains for full-day and half-day LEP students.

In Figure 3-8 are illustrated the differences in the pretest, posttest, and gains for full- and half-day LEP students. The regression analyses revealed that half-day LEP students and full-day LEP students made about the same gain. The difference was not statistically different.

FIGURE 3-8
PREKINDERGARTEN PPVT-R FULL-DAY AND HALF-DAY LEP STUDENTS, 1990-91

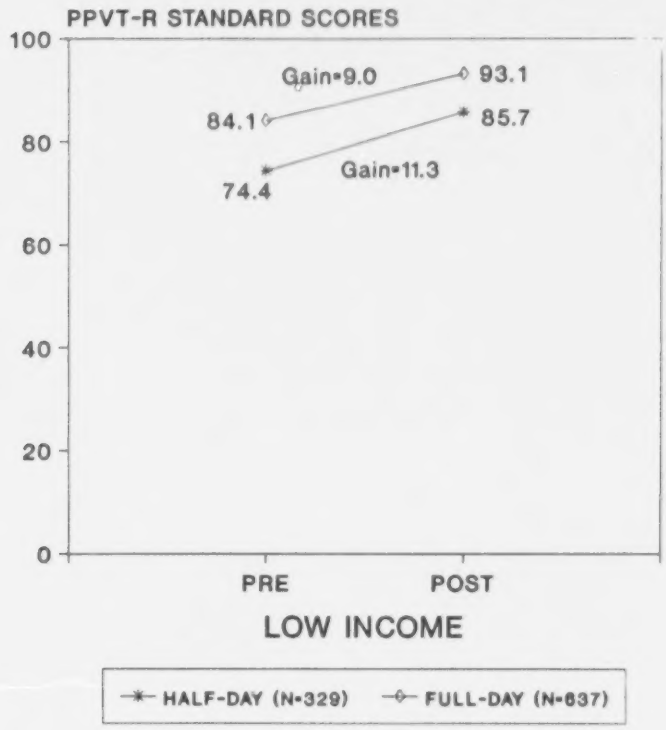


Low-Income Students

Full-day low-income students made statistically significantly higher gains than did the half-day low-income students.

The differences in pretest, posttest, and gains are illustrated for both full-day and half-day pre-K students. Statistical analyses revealed that the full-day low-income students made statistically significantly greater gains than did the half-day low-income students.

FIGURE 3-9
PPVT-R, FULL-DAY AND HALF-DAY
LOW-INCOME STUDENTS, 1990-91



The pretest scores are lower for both the LEP and low-income full-day students, which may indicate a greater level of need for the pre-K program for full-day students in general. This would fit since the full-day students are in schools with higher concentrations of low-income families.

3-8. WHAT WAS THE AVERAGE NUMBER OF DAYS OF INSTRUCTION RECEIVED BY PREKINDERGARTEN STUDENTS?

Attendance File

The AISD Attendance File was accessed to determine the prekindergarten students' average number of days enrolled, attended, or absent. The data were computed separately for full- and half-day students. In Figure 3-10, this information is presented along with an attendance rate. The data from 1987-88, 1988-89, and 1989-90 are included for comparison purposes. The attendance rates for half-day and full-day students is very similar. In previous years, full-day students had higher attendance rates than did half-day students. Considering the average AISD elementary percent of attendance for 1990-91 was 95.8%, both full-day and half-day prekindergarten students attendance were below this figure.

FIGURE 3-10
AVERAGE ATTENDANCE FOR PREKINDERGARTEN STUDENTS
1987-88 THROUGH 1990-91

YEAR	FULL-DAY HALF-DAY	DAYS ENROLLED	DAYS ABSENT	DAYS PRESENT	ATTENDANCE RATES
1987-88	Full-Day	151.0	12.6	138.4	91.7%
1987-88	Half-Day	139.8	13.9	126.0	90.1%
1988-89	Full-Day	151.9	12.5	139.4	91.8%
1988-89	Half-Day	139.5	14.3	125.2	89.7%
1989-90	Full-Day	152.2	11.9	140.3	92.2%
1989-90	Half-Day	141.2	12.9	128.2	90.8%
1990-91	Full-Day	147.5	12.2	135.3	91.7%
1990-91	Half-Day	154.5	12.6	141.8	91.8%

3-9. WHAT WERE THE STRENGTHS AND THE AREAS IN NEED OF IMPROVEMENT IN THE IMPLEMENTATION OF THE PREKINDERGARTEN PROGRAM?

Prekindergarten Coordinator Interview

In the spring of 1991, the Prekindergarten Instructional Coordinator was interviewed about the implementation of the AISD Prekindergarten Program. The Coordinator indicated that the quality of instruction is high (in most cases) and the program is meeting its mission.

The strengths and areas in need of improvement included the following.

- It has been possible to maintain gains with the program expansion and all the new teachers.
- Staff development specific to teachers of four-year-olds has been provided.
- There is a need for a parental training component as part of the pre-k program.

Teacher Survey

In the spring, 1991, teacher survey, the prekindergarten teachers were asked several questions about the Prekindergarten Program. Their responses are indicated below.

- The vast majority (90.9%) was satisfied with the central office instructional support they received.
- Over one half of the teachers (69.2%) were satisfied with the instructional support they received from their local campus.
- Over one half of the teachers (67.9%) were satisfied with the monthly prekindergarten staff development sessions.
- When asked if a full-day prekindergarten program is more effective than a half-day program, 89.9% of the teachers agreed, while only 3.7% disagreed. The remaining teachers (4.6%) were neutral.

3-10. WHAT WERE THE CERTIFICATION AND EXPERIENCE LEVELS OF THE PREKINDERGARTEN TEACHERS?

AISD Employee Characteristics File (Employee Master Record)

The District's Employee Master Record File was accessed to determine what teaching certifications (other than elementary) the prekindergarten teachers held. Of the 86 teachers on the file, 73% held a kindergarten certificate, 38% held a bilingual certificate, and 15% held an English-as-a-second-language (ESL) certificate. These numbers reflect some teachers having more than one certificate. The kindergarten certificate is not required for teaching pre-K. AISD has as a goal to hire pre-K teachers with this certificate whenever possible.

3-11. HOW MANY YEARS OF TEACHING EXPERIENCE DID PREKINDERGARTEN TEACHERS HAVE ON THE AVERAGE?

On the average, prekindergarten teachers had 7.5 years of teaching experience.

Employee Master Record

The Employee Master Record (EMR) file was used to determine how much experience Priority School prekindergarten teachers had. During 1990-91, only 8% of the prekindergarten teachers in Priority Schools had no previous teaching experience, up slightly from 4% in 1989-90, and down from 1988-89 and 1987-88, when 50% of the prekindergarten teachers were inexperienced. On the average, across full- and half-day classes, prekindergarten teachers had 7.5 years of experience in 1990-91, down from 7.7 years in 1989-90, and up from 6.6 years in 1988-89 and 2.3 years in 1987-88. This year 49% of the teachers had 5 or more years of teaching experience.

4: REDUCED PUPIL-TEACHER RATIO

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4-1. What Pupil-Teacher Ratio (PTR) was achieved at each grade level at each campus? Did this match the prescribed levels? 53

4-2. What emphases (training, etc.) occurred at the campuses to help teachers make the most instructionally of the of the lowered PTR? 55

4 Reduced Pupil-Teacher Ratio

Smaller classes are provided for all grade levels, pre-K through 6. The average class size is to be 15 to 1 in pre-K through 2, 18 to 1 in grades 3 and 4, and 20 to 1 in grades 5 and 6.

Overall, the average PTR in the Priority Schools was below the prescribed level at each grade level. The PTR was at or below the targeted level in 89% (103 of 116) of the individual grade levels in the Priority Schools. This percentage is down from 93% (106 of 114) in 1989-90, up from 87% (99 of 114) in 1988-89, and down from 92% (106 of 115) in 1987-88.

4-1. WHAT PUPIL-TEACHER RATIO (PTR) WAS ACHIEVED AT EACH GRADE LEVEL AT EACH CAMPUS? DID THIS MATCH THE PRESCRIBED LEVELS?

The single largest expenditure of funds for the Priority Schools went to lower the pupil-teacher ratio at each grade level. The levels prescribed were as follows:

Grade Level	Ratio
Pre-K through 2	15 to 1
3 and 4	18 to 1
5 and 6	20 to 1

Attendance File

One way of checking the actual PTR is to use the end-of-the-year AISD Attendance File. The number of teachers (less special area and Special Education teachers) is divided into the number of regular education students at each grade level. This gives the PTR. Using this information (presented in Figure 4-2), in only 13 of 116 (11%) possible comparisons (the total of the number of schools per grade level) did a grade level at a school have a PTR **higher** than the targeted level. The PTR was **at** the targeted level in 3 (3%) of the possible comparisons, and **lower** than the targeted level 86% of the time (100 of the 116 comparisons).

FIGURE 4-1

PUPIL-TEACHER RATIO: GRADE LEVELS AT PRESCRIBED LEVEL

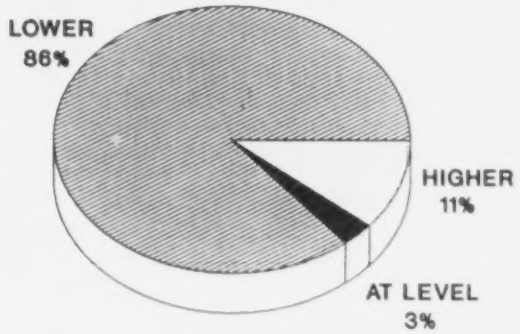

FIGURE 4-2
PUPIL-TEACHER RATIO DATA FOR THE PRIORITY SCHOOLS AS CALCULATED FROM THE ATTENDANCE FILE, MAY, 1991

	GRADE								
SCHOOL	PRE-K	K	1	2	3	4	5	6	AVERAGE
Allan	14.8	7.1	11.6	14.2	15.8	13.8	18.7	-	11.4
Allison	16.5	13.6	13.7	17.0	17.8	17.8	19.5	-	16.2
Becker	13.7	12.8	13.8	16.0	13.0	17.5	14.0	-	13.6
Blackshear	17.3	11.8	12.8	10.2	17.0	11.4	15.0	9.2	12.6
Brooke	15.0	14.8	13.4	17.0	16.8	16.5	17.7	-	15.7
Campbell	13.5	13.0	14.0	13.3	12.3	13.0	18.5	16.5	14.0
Govalle	14.5	12.8	14.0	16.8	18.6	13.4	15.6	-	14.5
Metz	15.0	13.0	13.6	12.5	13.8	11.6	10.8	12.5	12.7
Norman	14.0	8.6	10.5	9.0	12.0	10.0	12.5	-	10.6
Oak Springs	17.3	14.3	12.4	13.6	13.8	13.3	17.7	-	13.8
Ortega	11.7	11.0	10.6	6.0	8.2	7.3	9.8	-	8.7
Pecan Springs	9.8	13.2	13.8	11.7	14.8	16.3	15.5	-	13.5
Sanchez	15.3	13.2	14.0	13.8	15.6	20.8	19.8	17.0	15.9
Sims	12.5	16.7	12.0	13.0	14.5	18.7	13.0	-	13.7
Winn	14.8	14.2	14.0	13.6	19.0	17.5	19.6	-	15.8
Zavala	15.0	11.8	14.2	14.3	14.8	14.0	15.0	-	14.1
Average across schools:									
1987-88	14	13	13	13	14	15	16	18	-
1988-89	13.6	13.6	12.2	12.4	14.8	15.4	16.2	19.3	-
1989-90	12.8	11.5	12.3	12.8	13.5	14.1	16.1	16.2	-
1990-91	14.4	12.6	13.0	13.3	14.9	14.6	15.8	13.8	-
Prescribed Level*	15	15	15	15	18	18	20	20	-
# At Prescribed Level:									
1987-88	6	2	3	2	0	2	0	1	-
1988-89	0	0	0	0	0	1	2	0	-
1989-90	1	0	0	0	0	0	0	0	-
1990-91	3	0	0	0	0	0	0	0	-
# Lower than Prescribed Level:									
1987-88	9	12	13	12	16	12	13	3	-
1988-89	12	11	16	14	16	11	13	3	-
1989-90	15	16	15	12	16	13	14	4	-
1990-91	9	15	16	12	14	14	16	4	-
# Higher than Prescribed Level:									
1987-88	1	2	0	2	0	1	2	1	-
1988-89	4	5	0	2	0	3	0	1	-
1989-90	0	0	1	4	0	2	1	0	-
1990-91	4	1	0	4	2	2	0	0	-

* The prescribed levels are not caps for individual grades, but averages for each school across the following grade spans: Pre-K through 2, 3 and 4, and 5 and 6.

4-2. WHAT EMPHASES OCCURRED AT THE CAMPUSES TO HELP TEACHERS MAKE THE MOST INSTRUCTIONALLY OF THE LOWERED PTR?

Principal Interview

Principals were asked what training sessions, activities, or materials were presented specifically to aid teachers in making the most of the lowered pupil-teacher ratio. The most frequently mentioned staff development topics are listed below.

- Cooperative learning (mentioned by 7 or 44% of the principals).
- Direct teach (2 or 13%).
- Whole-class instruction (5 or 31%).

The following activities or materials were also mentioned by the Priority School principals.

- Coordinators provided feedback on whole-class instruction (2 or 13%).
- Region XIII budget was increased to make materials that were used because of the lowered PTR (1 or 6%).
- Teachers were encouraged to spend more time with parents (1 or 6%).
- Teachers worked more one-on-one with at-risk students (1 or 6%).
- Tutorial process was redesigned to address needs of students not needing tutoring (1 or 6%).

5: ADDITIONAL PERSONNEL AND SUPPORT STAFF

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5 Additional Personnel and Support Services

Schools will receive full-time support (i.e., helping teachers, librarians, counselors, Parent Training Specialists, etc.) and an innovative money fund.

A total of $142,477 was allocated to the Priority Schools for 1990-91. The schools used their own discretion to spend the funds. Some of the most common purchases were student and teacher incentives, various instructional materials, equipment, staff development and field trips.

5-1. IF ANY INNOVATIVE FUNDS WERE CARRIED OVER TO THE 1990-91 SCHOOL YEAR, FOR WHAT WERE THE FUNDS USED?

No innovative funds were carried over from the 1989-90 school year.

5-2. HOW WERE THE 1990-91 INNOVATIVE FUNDS USED?

A total of $142,477 was allocated to the Priority Schools as innovative funds in addition to their regular allocation for supplies, up from $138,378 in 1989-90, down from $175,832 in 1988-89 and $270,775 in 1987-88. The amounts allocated to each school ranged from $5,951 to $14,492, and were based on student enrollment. This money was provided to allow schools to try some new approaches they believed would be effective in improving student performance. The expectation was that funds available to these schools from parents and the community would be more limited than in other AISD schools. Schools were given wide discretion in using these funds.

Principal Interview

Principals were asked how they spent their innovative funds. Examples of the types of expenditures made with innovative funds are listed in Figure 5-1.

FIGURE 5-1
SAMPLES OF INNOVATIVE FUND EXPENDITURES, 1990-91

INSTRUCTIONAL MATERIALS:

- Unspecified instructional materials (reported by 12 or 75% of the principals)
- Library materials (6 or 38%)
- Mathematics manipulatives (4 or 25%)
- TAAS materials (4 or 25%)
- Open Court mathematics materials (2 or 13%)
- Maps and globes (2 or 13%)
- Additional workbooks (1 or 6%)
- ECRI supplies for Special Education teachers (1 or 6%)
- FROG materials (1 or 6%)
- Pocket books for classrooms (1 or 6%)
- Science materials (1 or 6%)
- Scoring High materials (1 or 6%)
- Teacher's editions (1 or 6%)
- Test readiness materials (1 or 6%)
- Writing to Read consumables (1 or 6%)

FURNITURE/EQUIPMENT:

- Computer equipment (3 or 19%)
- Audio/visual equipment (2 or 13%)
- Computer printer (2 or 13%)
- Calculator (1 or 6%)
- Office furniture (1 or 6%)
- School patrol equipment (1 or 6%)
- Stove for kindergarten (1 or 6%)
- Typewriter (1 or 6%)
- Vacuum cleaner (1 or 6%)
- Washer and dryer (1 or 6%)

INCENTIVES:

- Incentives for students, teachers, and mentors (9 or 56%)

STAFF DEVELOPMENT/STIPENDS:

- Registration fees/expenses for workshops and in-services (5 or 31%)
- Consultant (1 or 6%)
- Substitutes (1 or 6%)
- Unspecified teacher stipend (1 or 6%)

MISCELLANEOUS:

- Field trips (8 or 50%)
- Opened a school store (2 or 13%)
- Assemblies (1 or 6%)
- Counseling kits (1 or 6%)
- Fabulous Fridays, with opportunities for special learning experiences (1 or 6%)
- Individual/group counseling (1 or 6%)
- Media supplies (1 or 6%)
- Office supplies (1 or 6%)
- Special clubs, like judo (1 or 6%)
- Stamps for pen pal and mentor program (1 or 6%)
- Unspecified computer software (1 or 6%)
- Warehouse items (1 or 6%)

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6: MULTICULTURAL EDUCATION

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6 Multicultural Education

On-going activities honor and recognize the cultural heritage of students and the contributions made by minority groups. The curriculum will be reviewed to ensure inclusion of multicultural perspectives in the curriculum and instruction at the schools.

All 16 schools reported activities to celebrate Black and Hispanic heritages. Other cultures were recognized in varied ways across the schools.

A Plan for Educational Excellence stresses that effective schools in a pluralistic society require multicultural education that is both an integral part of the total curriculum and instruction and a component of parental-community involvement. Multicultural education, as described in the Plan, is multifaceted--recognizing historical events and the contributions of members of students' own ethnic backgrounds, dispelling misconceptions about other cultural groups, exposing students to other cultures, fostering intercultural partnerships (e.g., partnerships between majority/minority schools and their PTA's), and affirming the value of cultural diversity. Thus, one facet strives to instill pride in the heritage of those attending the school, while the other recognizes the contributions of other ethnic and cultural groups.

The overall goal is to develop a total educational environment that develops competencies in multiple cultures and provides all students with an equal educational opportunity. The Plan suggests some specific types of activities, but gives schools the discretion to plan activities in keeping with teachers' and students' styles and characteristics.

6-1. HOW MANY ACTIVITIES WERE CONDUCTED AT THE SCHOOLS TO RECOGNIZE AND HONOR THE STUDENTS' OWN CULTURAL HERITAGES AND TO HONOR THE CONTRIBUTIONS OF BLACKS AND HISPANICS TO SOCIETY?

Employee Survey

In the spring, 1991, employee survey, Priority School teachers and administrators were asked several questions dealing with multicultural education on their campuses. Teachers and administrators surveyed were asked how many activities at their schools had recognized the contributions of cultures represented in their student bodies. The number of activities reported varied from 0 to 10 or more. The results to this item are presented in Figure 6-1.

FIGURE 6-1
MULTICULTURAL ACTIVITIES REPRESENTING STUDENTS' CULTURE

GROUP	NUMBER OF ACTIVITIES			
	0	1-4	5-9	10 or more
Teachers (n=247)	8.9	56.6	17.8	16.6
Administrators (n=7)	0.0	71.5	14.3	14.3

Principal Interview

The Priority School principals were asked what activities were held to recognize the cultural heritage of African Americans. The most frequently reported topics are listed below.

- Celebrated Black History Month (reported by 16 or 100%) with special African American speakers and a variety of African American activities.
- Held special assemblies (6 or 38%).
- Held a career day (4 or 25%).
- Displayed African American art work (2 or 13%).

The most frequently reported activities to recognize the cultural heritage of Hispanics are listed below.

- Celebrated Hispanic Heritage Month (16 or 100%).
- Invited speakers to speak to students on Hispanic heritage (9 or 56%).
- Held special assemblies (5 or 31%).
- Held a career day (3 or 19%).
- Watched Ballet Folklorico (3 or 19%).
- Celebrated Cinco de Mayo (2 or 13%).
- Displayed Hispanic art work (2 or 13%).
- Watched a play on L. DeZavala (2 or 13%).

6-2. WHAT ACTIVITIES WERE HELD TO RECOGNIZE OTHER CULTURAL HERITAGES?

Employee Survey

In the spring, 1991 survey, Priority School teachers and administrators were also asked how many activities were held at their schools or in their classes to recognize the cultural heritages of groups other that Hispanics or Blacks. The number of activities reported varied from 0 to 10 or more. The results to this item are presented in Figure 6-2.

FIGURE 6-2
MULTICULTURAL ACTIVITIES REPRESENTING OTHER CULTURES

GROUP	NUMBER OF ACTIVITIES			
	0	1-4	5-9	10 or more
Teachers (n=249)	29.3	53.0	10.4	7.2
Administrators (n=14)	0.0	57.1	14.2	28.6

Principal Interview

The most frequently reported activities to recognize and honor other cultural heritages are listed below.

- Studied a variety of heritages through the regular curriculum (6 or 38%).
- Celebrated Chinese New Year (3 or 19%).
- Held a Cultural Fair (3 or 19%).
- Created bulletin boards to display information on other cultures (2 or 13%).
- Held a Career Fair (2 or 13%).
- Studied Native Americans (2 or 13%).

6-3. WHAT MULTICULTURAL ACTIVITIES TOOK PLACE ACROSS SCHOOLS?

Employee Survey

Teachers and administrators were also surveyed about the number of joint activities their schools held with other elementary schools. Their responses are shown in Figure 6-3.

FIGURE 6-3
MULTICULTURAL ACTIVITIES WITH OTHER SCHOOLS

GROUP	NUMBER OF ACTIVITIES			
	0	1-4	5-9	10 or more
Teachers (n=228)	53.5	42.5	1.3	2.6
Administrators (n=12)	16.7	58.4	16.7	8.3

Principal Interview

Principals reported some type of activity or exchange program at 15 of the Priority Schools during the year. At the remaining Priority School, the principal reported that no activities or exchanges took place because the school totally focused on TAAS and ITBS improvement.

Figure 6-4
ACTIVITY OR EXCHANGE WITH OTHER PRIORITY SCHOOLS AND OTHER ELEMENTARIES

SCHOOL	OTHER SCHOOL	ACTIVITY OR EXCHANGE PROGRAM
Allan	Hill, Travis Heights, Mathews, Linder	Shared staff development, dance troupe performed, Hispanic heritage program
Allison	Forest Trail (Eanes), Pease, Pecan Springs	Pen pals, exchanged student councils, exchanged cultural activities
Becker	Eanes, Patton	Pen pals, exchanged cultural activities, toured Patton, shared science inservice
Blackshear	Lee, Austin High, Brooke, Linder, Zavala, Houston, McCallum	Pen pals, shared cultural activities, exchanged programs
Brooke	Blackshear, Highland Park	Exchanged arts and crafts activities, joint celebration of Chinese New Year
Campbell	Gullett, Andrews, Blackshear	Visited animal fair, visited Gullett for Black History
Govalle	Hill, Eanes, Winn, Widen, Oak Hill Allan, Oak Springs	Pen pals, shared field trips, shared presentation on solar system
Metz	Hill, Barton Hills, Casis, Brentwood	Visited other schools, exchanged cultural activities, other schools requested Metz's folklorico dancers
Norman	Sims, Ortega, Norman, Zilker	Spelling bee, sock hop, stock market program with Norman
Oak Springs	Winn, Pecan Springs, Harris, Eanes, Lamar	Exchanged programs and cultural activities
Ortega	Patton, Oak Hill, Govalle, Allan, Norman	Dance, feeder school activities, pen pals, picnic
Pecan Spr.	Graham, Allison, Sunset Valley	Exchanged programs, Leadership club to Huston-Tillotson
Sanchez	Gullett, Brown, Highland Park, Casis, Barton Hills, Metz, Sanchez, Pease	Education Day at Capitol, art exchanges 6th grade Olympics, student exchange, rain forest presentation
Sims	None	No activities or exchange
Winn	Lee, Blackshear, Highland Park, Menchaca	Exchanged visits and students interviewed each other
Zavala	Casis	Exchanged programs, exchanged cultural activities, supplied Zavala students with school supplies

7: STRONG PARENTAL-COMMUNITY INVOLVEMENT

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7 Strong Parental-Community Involvement

Activities encourage parents and community members to become involved with the schools and volunteer as role models, tutors, speakers, and resources. Parents receive training and encouragement to participate in their children's education both at school and at home. Communication between the schools, homes, and communitites is fostered and improved.

The number of adopters per school ranged from 6 to 24. The total number of adopters was 203, up from 86 in 1987-88, 135 in 1988-89, and 164 in 1989-90. When asked if their child's school was effective (excellent), 84% of Priority School parents agreed. A wide variety of activities (volunteer programs, fundraising, and training workshops on TAAS, Rainbow Kits, MegaSkills) were held to involve parents in their school.

7-1. WHAT ACTIVITIES OCCURRED AT EACH CAMPUS TO INVOLVE PARENTS AND COMMUNITY MEMBERS?

Parent Training Specialist Activity Summary

The 16 Parent Training Specialists (PTS) were asked to forward an individual summary of their activities from September, 1990, through January, 1991, to the Director of Elementary School Services/Special Programs. A second, brief summary was due in May, 1991.

A review of these summaries showed the following activities were among the those mentioned most frequently when describing the parent and community involvement plan on their campus.

- Adopt-A-School activities, parent workshops, and parent volunteer events (reported by 16 or 100%).
- Direct/indirect contact with parents and community members through home visits, school newsletters, the city's newspaper, and registration (16 or 100%).
- MegaSkills training sessions for parents (16 or 100%). (MegaSkills is a parent training program aimed at teaching parents skills that they can use to help their children achieve in school. The eight skills called MegaSkills are confidence, motivation, responsibility, effort, initiative, perseverance, caring, and teamwork. Each workshop centers on a specific skill and contains home lessons that the parents can practice with their children. The PTS obtained certification qualifying them to present

MegaSkills workshops through special training under trainers provided by the Drug Free Schools and Communities (DFSC), and the completion of eight workshops with a minimum of at least 10 family representatives per workshop.)

- Activities designed to acquaint parents and community members with the schools (reported by 11 or 69%).
- Staff from community agencies recruited as volunteer speakers at various school events (11 or 69%).
- Volunteer civic and political education activities which included the attendance at conventions, MegaSkills certification workshops (in/out of town), at AISD School Board (regular and boundary) meetings, City Council meetings, Literacy Awareness Fair, and Chapter 1 and Bilingual PAC meetings (7 or 44%).
- Recruiting and referral of parents to various community agencies for the purpose of obtaining additional education, specific job training, or both (5 or 31%).

The PTS mentioned the following activities/training sessions as being most frequently held during the 1990-91 school year to involve parents.

- Assemblies to honor volunteers whether they were parents, adopters, or community members (16 or 100%).
- MegaSkills workshops (16 or 100%).
- Fundraisers (10 or 63%).
- Workshops on TAAS (9 or 56%).
- Workshops on Rainbow Kits (4 or 25%).

Principal Interviews

When Priority School principals were asked to describe what activities occurred on their campuses to involve parents and community members, the following activities were among those most frequently mentioned as successful activities.

- MegaSkills workshops (reported by 14 or 88% of the principals interviewed).
- Parent volunteer activities, such as tutoring and working on campus improvement plans (9 or 56%).
- Parent workshops on suicide prevention, TAAS, ITBS, School Based Improvement (SBI), and Make It and Take It workshops (5 or 31%).
- PTA executive board activities (4 or 25%).
- Activities planned around student programs (3 or 19%).
- Establishment of a student store, where students can make purchases using money earned by student or parent attendance (3 or 19%).
- Fall carnival (3 or 19%).
- Fundraising activities (3 or 19%).

7-2. WHAT ARE THE MOST INNOVATIVE ACTIVITIES THE SCHOOLS IMPLEMENTED IN THIS AREA?

PTS Summaries

- Appreciation events honoring adopters, parents, and volunteers (16 or 100%).
- Incentive prizes and cash awards at MegaSkills workshops (16 or 100%).
- Volunteer programs, including cafeteria monitors, study trip chaperones, and attendance at local civic and neighborhood meetings (10 or 63%).
- Recruiting of: multi-ethnic university graduates to serve as mentors, parents from the community to serve as resource speakers in certain job areas, Boy and Girl Scouts recruiting representatives' attendance at PTA and PAC meetings, Educational Service Center services in the Family Math Program (8 or 50%).
- Jointly held MegaSkills workshops (6 or 38%).
- Priority Schools Cluster representatives, a group whose main function is to attend meetings of local importance, such as boundary changes, and register the sentiments of their constituents through prepared statements and petitions (6 or 38%).
- Workshops held in parents' homes (5 or 31%).
- Jointly held bilingual Intra-School Parenting Classes (3 or 19%).
- Parent and Teacher Workrooms located within the schools, aside from the PTS's area (3 or 19%).
- Fall parent and teacher surveys (2 or 13%).
- Grandparents' Day, Dad's Day, and other events recognizing family members (2 or 13%).
- Creation of a Student History booklet listing all family members regardless of surnames, parental classroom observations, condensation of the Plan of Excellence into a one-page Spanish translated information sheet, the Discipline Plan presented to parents during registration, parent meetings, and Back-To-School Night, Voters' Registration during Shoe Card issuance, MegaSkills and ESL workshops designed especially for Spanish speakers, personal grooming and wellness program for grades 3-5, creation of a Job Opportunity Folders with current information from Texas Rehabilitation Center, and a Back-To-School picnic (each mentioned by one PTS or 6%).

7-3. HOW MANY ADOPTERS DID EACH CAMPUS HAVE? WHAT DID ADOPTERS PROVIDE? WERE THERE CHANGES FROM 1989-90?

Adopt-A-School Records

Attachment 7-1 presents the Adopt-A-School data for each of the Priority Schools. This includes the number of adopters, cash and in-kind contributions, number of volunteers, and number of hours volunteered, as reported by the 16 schools. The highlights include:

- The number of adopters per school ranged from 6 to 24. The total number of adopters was 203, up from 86 in 1987-88, 135 in 1988-89, and 164 in 1989-90.
- The amount of cash donated to each campus varied from $50 to $6,650, with $2,826 being the average amount. This is up from an average of $1,872 in 1987-88, $2,221 in 1988-89, and $2,527 in 1989-90.
- There was a wide variation in the amount of in-kind contributions, from $1,250 to $18,240 per campus. These in-kind contributions included things such as food, clothing, school supplies, furniture, equipment, magazines, printing, musical instruments, haircuts, dental treatment, hygiene articles, videos, toys, flowers, and tickets to special events. The average in-kind contribution was $5,455, up from $4,105 in 1987-88, but down from $6,829 in 1988-89, and $6,911 in 1989-90.
- The number of volunteers per school ranged from 13 to 335, and the number of volunteer hours per school varied from 18 to 4,098 hours. A total of 1,844 volunteers (up from 839 in 1987-88 and 1,201 in 1988-89, but down from 2,410 in 1989-90) put in 22,042 volunteer hours (up from 9,239 hours in 1987-88, 9,616 hours in 1988-89, and 16,622 hours in 1989-90).

7-4. WHAT WERE THE STRENGTHS AND THE AREAS IN NEED OF IMPROVEMENT IN THE IMPLEMENTATION OF THIS COMPONENT?

The majority of teachers (70.7%), administrators (78.6%) and other professionals (73.3%) agreed that the Parent Training Specialists were used effectively at their schools.

In the spring, 1991, employee survey, teachers, administrators, and other professionals were asked if the Parent Training Specialist was used effectively at their schools. Most of the teachers (70.7%), administrators (78.6%), and other professionals (73.3%) agreed that the PTS were being used effectively. Only 12.7% of the teachers, 0% of the administrators, and 13.3% of the other professionals disagreed with this item.

Parent Training Specialist Activity Summary

The following strengths were mentioned most often by the PTS in their activity summaries:

- Continuation and frequency of direct/indirect contact through home visits, workshops, newsletters, city's newspaper, and telephone calls (16 or 100%).
- Increased participation over the past school year by parents, volunteers, community members and adopters (16 or 100%).
- Parental enthusiasm for MegaSkills workshops (16 or 100%).
- Volunteer civic and political education activities (7 or 44%).

The PTS reported the following singular theme in areas in need of improvement:

- Decrease parental dependency upon the PTS for guidance in and acquisition of social services (16 or 100%).

Principal Interviews

The 16 principals reported a number of areas in which they believe improvement is needed. Many of these were based on the concept that more parental involvement is needed. Specific ideas are listed below.

- Increase parental involvement and participation (mentioned by 11 or 69% of the principals).
- Provide workshops for parents, for example, on parenting skills, drug/sex/AIDS awareness, GED, ESL, and MegaSkills (6 or 38%).
- Increase PTA attendance and strengthen PTA leadership (3 or 13%).
- Increase direct involvement of parents in discipline, curriculum, teacher/principal selection, and by visiting teachers (2 or 13%).
- Increase communication with parents (1 or 6%).
- Increase number of home visits (1 or 6%).

7-5. WHAT DO PARENTS THINK OF THEIR CHILD'S SCHOOL SITUATION?

Parent Survey

In March, 1991, all parents of AISD elementary school students were sent a survey related to their children's schooling. Attachment 7-2 presents the questions and the parents' responses. Results are separated by Priority School parents and other elementary school parents to give a perspective.

The key points to note about these results include:

- Most of the Priority School parents (87%) and other elementary school parents (89%) reported that the buildings and grounds of their children's schools were well maintained, neat, clean, and attractive. Similar percentages of Priority School parents (88%) and other elementary school parents (91%) reported that their children's schools are a safe, secure place to learn.

- Over three fourths of the parents (Priority Schools, 82% other elementary schools, 79%) said that the mission or philosophy of their children's schools had been clearly communicated to them.

- Most of the Priority School parents (91%) and other elementary school parents (90%) believed that the staffs at their children's schools believe their children can achieve academically. The majority of parents (Priority Schools, 72%; other elementary schools, 81%) reported that they had a positive relationship with the staff at their children's schools.

- Similar percentages of parents in Priority Schools (84%) and other elementary schools (83%) agreed that their children's schools are effective (excellent) schools, and that their children learned a lot this school year (Priority Schools, 91%; other elementary schools, 90%).

- Most of the parents in Priority Schools (83%) and other elementary schools (82%) agreed that discipline in their children's schools is fair and related to agreed-upon rules.

- Smaller percentages of Priority School parents (58%) and other elementary school parents (65%) were as involved as they wanted to be in their child's school. Parents' most frequently mentioned preferred ways of being involved with their children's schools were helping their children with homework (Priority Schools, 74%; other elementary schools, 86%), signing report cards (Priority Schools, 71%; other elementary schools, 79%), and attending parent/teacher conferences (Priority Schools, 57%, other elementary schools, 71%).

- The majority of parents (Priority Schools, 64%; other elementary schools, 74%) talked very often to their children about what happened at school.

- Half of Priority School parents (50%) said that the quality of education in their children's schools had gone up, compared to a year ago, while 4% said it had gone down. However, only 28% of the other elementary school parents said the quality had gone up, while 4% said it had gone down.

- Over two thirds (70%) of the Priority School parents and 75% of the other elementary school parents rated the quality of education in their children's schools as above average or excellent.

- When asked what are AISD's greatest strengths, both groups of parents most often mentioned academic quality (Priority Schools, 49%; other elementary schools, 53%), instructional staff (Priority Schools, 46%; other elementary schools, 60%) and communication with parents (Priority Schools, 56%; other elementary schools, 57%). These parents cited materials/equipment (Priority Schools, 26%; other elementary schools, 30%), dropout prevention (Priority Schools, 37%; other elementary schools, 29%), and school facilities (Priority Schools, 22%; other elementary schools, 28%) as areas in need of improvement. Priority School parents (32%) also frequently mentioned drugs/sex/AIDS education as an area in need of improvement, while other elementary school parents (36%) often cited class size as needing improvement.

7-6. WHAT HAS BEEN DONE TO OBTAIN ADDITIONAL RESOURCES FOR PRIORITY SCHOOLS?

Principal Interview

Principals were asked what they or members of their staff had done to try and obtain additional resources for their campuses. Specific items are listed below.

- Recruited new adopters, or worked with existing adopters to obtain more resources (reported by 14 or 88% of the principals).
- Grant writing (5 or 31%).
- Contacted Chamber of Commerce for assistance (2 or 13%).
- PTA fundraisers (2 or 13%).
- Worked with corporate programs that match funds or provide materials based on student accomplishments, such as the World Book program in which schools can earn books based on student reading (2 or 13%).

8: STAFF DEVELOPMENT

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8-2. Did teachers perceive the staff development offered as increasing their effectiveness as teachers? 74

8-3. Did principals and the support staff perceive the staff development offered as increasing their effectiveness? 74

8 Staff Development

Each school planned and/or presented its own development the fourth year of the Priority Schools. Schools determined their plan for staff development through needs assessment of their staff members. Innovative funds were often used to pay for staff development, in the form of speakers, seminars, etc.

The majority of Priority School teachers, administrators, and other professionals indicated that the training they received on their campus increased their effectiveness.

8-1. WHAT STAFF DEVELOPMENT ACTIVITIES WERE OFFERED AT THE CAMPUS LEVEL?

Principal Interview

The Priority School principals were asked what local campus staff development had been held during the 1990-91 school year. The most frequently reported topics are listed below.

- TAAS strategies (reported by 9 or 56% of the principals).
- Mathematics workshops (8 or 50%).
- Writing workshops (7 or 44%).
- Stress management (6 or 38%).
- Behavior management (3 or 19%).
- Cooperative learning (3 or 19%).
- Reading workshops (3 or 19%).
- Whole language workshops (3 or 19%).
- Campus improvement plan (2 or 13%).
- Content mastery (2 or 13%).
- Cultural diversity (2 or 13%).
- Effective teaching practices (2 or 13%).
- Higher level thinking skills (2 or 13%).
- TTAS appraisal workshops (2 or 13%).

8-2. DID TEACHERS PERCEIVE THE STAFF DEVELOPMENT OFFERED AS INCREASING THEIR EFFECTIVENESS AS TEACHERS?

Employee Survey

The spring, 1991, employee survey asked a sample of Priority School teachers to indicate their agreement or disagreement with the following statement:

> The local campus staff development sessions I attended this year increased my effectiveness.

Of the 201 teachers who answered this item:

- 67.1% agreed,
- 21.9% were neutral, and
- 11.0% disagreed.

8-3. DID THE PRINCIPALS AND SUPPORT STAFFS PERCEIVE THE STAFF DEVELOPMENT OFFERED AS INCREASING THEIR EFFECTIVENESS?

Administrators (Employee Survey)

Priority School principals and helping teachers also responded to this item on the employee survey. Of the 13 administrators who responded:

- 46.2% strongly agreed,
- 38.5% agreed,
- 15.4% were neutral, and
- 0% disagreed.

Other Professionals (Employee Survey)

A sample of counselors and librarians at the Priority Schools also responded to this item on the employee survey. Of the 15 non-teaching professionals who responded to this item:

- 60.0% agreed,
- 20.0% were neutral, and
- 20.0% disagreed.

9: BUILDINGS AND GROUNDS

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9-2. Did any major construction or repair projects occur at the Priority Schools for the 1990-91 school year? 76

9 Buildings and Grounds

School buildings and grounds are well-maintained, safe, and attractive.

The total expenditures for roof repairs, maintenance of buildings and grounds, and construction and relocation of portables in the Priority Schools totaled $426,143.90 in 1990-91. Comparable expenditures in the other elementary schools for the same time period totaled $2,376,494.05, or an average of $49,510.29 per school. The average expenditure per Priority School was $26,633.99, or about half the expenditure in other elementary schools. This disparity in expenditures may be accounted for by examining expenditures in 1987-88. During the 1987-88 school year, similar types of expenditures for Priority School buildings and grounds totaled $1,655,391.53 (an average of $103,461.97 per school) due to facility repair and upgrading, and the construction and relocation of portables. Because many of these expenditures were one-time expenses, the cost to maintain Priority School buildings and grounds decreased dramatically during the 1988-89 school year. (See Figure 9-1 for expenditure totals.)

9-1. WERE ANY PORTABLES BUILT OR MOVED TO THE PRIORITY SCHOOLS FOR THE 1990-91 SCHOOL YEAR?

During the 1990-91 school year, three new portables were constructed (one each for Allison, Brooke, and Winn), at a cost of $112,363. Brooke and Winn each received a portable relocated from another school, at a cost of $11,107.43.

9-2. DID ANY MAJOR CONSTRUCTION OR REPAIR PROJECTS OCCUR AT THE PRIORITY SCHOOLS FOR THE 1990-91 SCHOOL YEAR?

Major Construction

During the 1990-91 school year, the only major construction project occurred at Allan, where the Early Childhood wing was modified at a cost of $28,000.

Roof Repairs

Over half of the money expended for Priority School repair projects was for roof repairs. Costs for these repairs ranged from $1,550.40 at Pecan Springs to $153,618 at Blackshear, where the roof was replaced. A total of $247,839.08 was spent on roof repairs for the following six Priority Schools:

Allan	$ 24,700.00
Blackshear	153,618.00
Metz	46,000.00
Oak Springs	2,093.04
Pecan Springs	1,550.40
Winn	19,877.64
TOTAL	**$247,839.08**

Maintenance of Buildings and Grounds

In addition to the work mentioned above, $26,834.51 was spent on maintaining and upgrading the buildings and grounds at some of the Priority Schools. Projects included are listed below:

- Caulking at Allan, Becker, Blackshear, Brooke, Govalle, Norman, and Ortega.
- Waterproofing at Allan, Metz, Pecan Springs, and Sanchez.
- Restriping parking lots at Becker, Metz, and Norman.
- Carpentry at Norman, Ortega, and Zavala.
- Boiler repair at Becker.
- Pouring of sidewalk at Brooke.
- Interior painting at Ortega.
- Painting of playslab at Govalle.

There were no expenditures for buildings or grounds at Campbell or Sims during the 1990-91 school year.

FIGURE 9-1
EXPENDITURES FOR BUILDINGS AND GROUNDS IN PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS, 1987-88, 1988-89, 1989-90, AND 1990-91

SCHOOL	1987-88 EXPENDITURES	1988-89 EXPENDITURES	1989-90 EXPENDITURES	1990-91 TOTALS	FOUR-YEAR TOTALS
Allan	$ 1,075.68	$ 2,056.23	$ 2,034.42	$ 57,834.38	$ 63,000.71
Allison	1,018.00	438.05	2,502.49	38,083.00	42,041.54
Becker	19,114.75	34,489.78	1,089.55	7,755.25	62,449.33
Blackshear	162,657.02	1,667.25	733.00	156,241.00	321,298.27
Brooke	165,044.22	2,244.00	11,565.33	45,464.00	224,317.55
Campbell	102,164.09	65.00	5,320.49	-0-	107,549.58
Govalle	107,619.46	38,664.00	7,536.32	712.88	154,532.66
Metz	129,725.70	4,282.20	15,952.28	46,402.00	196,362.18
Norman	81,041.67	46,315.05	633.25	1,155.00	129,144.97
Oak Springs	10,871.98	2,460.00	46,404.22**	2,093.04	61,829.24
Ortega	53,873.33	1,444.89	12,477.00	5,758.00	73,553.22
Pecan Springs	35,788.64	38,076.21	15,923.00	1,985.40	91,773.25
Sanchez	236,474.33	60,426.40	31,642.22	162.00	328,704.95
Sims	238,336.45	410.83	628.52	-0-	239,375.80
Winn	121,951.95	114.75	35,636.28	61,820.95	219,523.93
Zavala	188,634.26	321.00	1,044.60	677.00	190,676.86
PRIORITY SCHOOLS TOTAL:	$1,655,391.53	$233,475.64	$191,122.97	$426,143.90	$2,506,134.04
AVERAGE PER SCHOOL: (N=16)	103,461.97	14,592.23	11,945.19	26,633.99	156,633.38
OTHER ELEMENTARY SCHOOLS TOTAL:	$1,050,002.11	$1,319,853.18	$915,337.13***	$2,376,494.05	$5,661,686.47
AVERAGE PER SCHOOL: (N=47 for 1987-88*) (N=48 for 1988-89) (N=48 for 1989-90) (N=48 for 1990-91)	22,340.47	27,496.94	19,069.52	49,510.29	117,951.80

* Galindo Elementary was not opened during the 1987-88 school year.
** Total for Oak Springs includes expenditures at the Oak Springs at Rice campus.
*** Total and average for the other elementary schools includes $108,304.34 in expenditures that were required to repair fire damage at Wooldridge.

NOTE: The data for 1990-91 were taken from records from the Supervisor for Plant Improvement, and were recorded in a format that was different from previous years. In some cases, expenditures for services performed at several schools by one contractor were not listed by school, but were listed as a single expenditure with the campus listed as "various schools". This type of listing was not included in either the totals for Priority Schools nor for the other elementary schools.

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10: ACCOUNTABILITY

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10 Accountability

A monitoring committee and ORE's evaluation reports will make information about implementation, resources, and outcomes available to the public, the Board of Trustees, and other AISD staff.

The Priority Schools monitoring committee met seven times during the 1990-91 school year. An evaluation of the Priority Schools was conducted. A total of $5,463,122 was allocated to the Priority Schools over and above their regular allocations.

10-1. WHAT EVALUATION PLAN WAS IN PLACE?

The Priority School evaluation plan was part of The Research and Evaluation Agenda for AISD, 1990-91 (ORE Publication Number 90.07).

10-2. WAS AN EVALUATION REPORT PUBLISHED?

This document (90.04) is the evaluation report summary for the Priority Schools.

10-3. HOW MANY MEETINGS HAS THE MONITORING COMMITTEE HELD? WHAT HAVE BEEN THE AGENDAS?

In April, 1990, the Board of Trustees appointed a seven-person Priority School monitoring committee. Each Board member appointed one member from the community. The purpose of this committee was to provide (to the Board) feedback twice a year on what is occurring in the schools. Each member was to be appointed for a two-year term.

The monitoring committee met seven times during the 1990-91 school year. The attendance of members at the meetings varied. Five members were the most frequent number present. The meetings were built around a cluster of four schools each time for a total of four meetings. The agenda was for each of the schools to share what they are doing and have a dialog among committee members and school staff and Priority School parents. A final meeting in May was held for the Priority Schools to prepare their written and oral report to the Board in June.

10-4. WHAT HAVE BEEN THE GREATEST SUCCESSES OF THE PRIORITY SCHOOLS?

Priority School Monitoring Committee

When the seven member Priority School Monitoring Committee was asked to describe the greatest successes of the Priority Schools, the following comments were among those most frequently mentioned.

- Improved parental involvement (reported by 5 or 71% members interviewed).
- Increased student achievement (4 or 51%).

Principal Interview

When Priority School principals were asked in what areas their schools improved or had been successful, the following comments were among those most frequently mentioned.

- Increased parental involvement (reported by 8 or 50% of the principals).
- Improving achievement (7 or 44%).
- Improved discipline (2 or 13%).

10-5. WHAT HAVE BEEN THE KEYS TO SUCCESSES BY THE PRIORITY SCHOOLS?

Priority School Monitoring Committee

The most frequently cited keys to success as reported by the Priority School Monitoring Committee are listed below.

- Continued financial commitment from AISD (5 or 71%).
- Workshops provided by Parent Training Specialist (4 or 57%).
- Lower pupil teacher ratio (3 or 43%).
- Previous inequities have been addressed (2 or 29%).

Principal Interview

Priority School principals cited the following keys to success.

- Committed and caring staffs (2 or 13%).
- Home visits by staff and principals (2 or 13%).

10-6. WHAT AREAS HAVE NOT IMPROVED OR NOT BEEN SUCCESSFUL?

Priority School Monitoring Committee

When asked what area has not improved or not been successful, the Priority School Monitoring Committee mentioned the following.

- Teacher turnover and/or burnout (reported by 4 or 57%).
- Principals lack of freedom to make employment decisions (3 or 43%).
- Lack of preparation for students making the transition from Priority Schools to middle schools or junior high schools (by 2 or 29%).

Principal Interview

Priority School principals most frequently mentioned the following areas that had not improved or been successful.

- Student achievement (6 or 38%).
- Degree of parental involvement (4 or 25%).
- Staff turnover (3 or 19%).

10-7. WAS THE STATE BOARD OF EDUCATION GOAL MET?

Goal: Did the Priority Schools' overall performance increase an average of eight percentile points on the ITBS relative to the national norm?

The data for this question were calculated from the Priority Schools' ITBS summary data presented in Attachment 2-2. The summary data for this question are presented in Figure 10-1.

- No grade level met this objective.

FIGURE 10-1
SUMMARY DATA FOR ITBS CHANGE, 1990-91
(1988 NORMS)

Grade	ITBS Test	1990 Median %ile	1991 Median %ile	Change
1	Composite	44	43	-1%ile points
2	Composite	43	47	+4%ile points
3	Composite	39	42	+3%ile points
4	Composite	33	33	NO CHANGE
5	Composite	31	31	NO CHANGE
6	Composite	26	27	+1%ile points

10-8. DID CHAPTER 1 - REQUIRED GAINS OCCUR?

Overall, 12 of the Priority Schools need a Chapter 1 improvement plan for 1991-92.

Chapter 1 regulations for schoolwide projects require that each schoolwide project campus must show a positive normal curve equivalent (NCE) score (aggregating scores across grades 2-6). The size of the NCE gain is determined by each District. There must be gains in both basic skills reading (using the ITBS Reading Total) and advanced reading (using the ITBS Reading Comprehension). Gains must also be shown in basic skills mathematics (as measured by the ITBS Mathematics Total) and advanced mathematics (as measured by the ITBS Mathematics Concepts). These gains are computed just for low achievers (students who have a 1990 test score of at or below the 30th percentile on the ITBS Reading Comprehension). AISD has set goals of 2.0 NCE gains on both Mathematics Total and Reading Total, and 1.0 NCE gains in the two advanced skill areas.

Figure 10-2 presents these data for all 16 Priority Schools. Winn does not have to do a Chapter 1 improvement plan (since its grades K-5 programs are not Chapter 1-funded). Excluding Winn, three schools need a plan for Reading Comprehension; nine schools need a plan for Reading Total; two schools need a plan for Mathematics Concepts; and nine schools need a plan for Mathematics Total.

FIGURE 10-2
MEAN NCE GAINS FOR PRIORITY SCHOOLS
(1991)

PRIORITY SCHOOLS	READING COMP.	READING TOTAL	MATH CONCEPTS	MATH TOTAL
	Mean NCE Gain	Mean NCE Gain	Mean NCE Gain	Mean NCE Gain
Allan	2.0	2.6	2.4	0.6✓
Allison	3.0	1.4✓	3.4	3.0
Becker	2.1	-0.5✓	-1.2✓	-2.4✓
Blackshear	0.9✓	-0.1✓	1.3	-0.6✓
Brooke	5.4	4.7	5.4	5.5
Campbell	3.1	1.1✓	6.8	6.4
Govalle	2.6	1.3✓	-1.8✓	-2.2✓
Metz	3.0	1.3✓	7.5	4.0
Norman	3.0	2.5	1.0	0.3✓
Oak Springs	3.8	1.6✓	5.4	3.9
Ortega	10.4	9.9	6.2	5.7
Pecan Springs	4.5	2.3	1.3	0.2✓
Sanchez	5.5	3.6	3.5	0.9✓
Sims	0.8✓	1.4✓	1.9	1.4✓
Winn	0.1✓	-0.8✓	-4.0✓	-5.3✓
Zavala	0.9✓	-1.1✓	2.0	-2.1✓

10-9. WHAT WERE THE COSTS OF THE PRIORITY SCHOOLS OVER AND ABOVE THEIR REGULAR ALLOCATIONS?

NOTE: The funds recorded here are allocations, not actual expenditures.

A total of $5,463,122 was allocated to the 16 Priority Schools over and above their regular allocations.

Full-Day Prekindergarten -- The State of Texas funded half-day pre-K; Chapter 1 and AISD provided additional money to fund full-day pre-K at the 16 Priority Schools.

Chapter 1	$ 792,609
AISD	$ 702,992

Pupil-Teacher Ratio -- The PTR at the 16 schools was lowered using a combination of local and Chapter 1 funds.

Chapter 1	$1,954,518
AISD	$2,149,969

Full-time Staff -- The Priority Schools had additional full-time nonteaching staff members. These included helping teachers, counselors, parent training specialists, and clerks.

AISD	$1,340,696

Additional Teachers -- Project Teach and Reach allocated money to pay four teachers who were assigned to Priority Schools. These teachers provided supplementary reading and/or mathematics instruction for Black children who scored below the 50th percentile on the ITBS.

AISD	$ 125,441

Support Services -- The Priority Schools received funds for a variety of instructional support services. All 16 received money from Chapter 2 for direct student instruction, educational materials, and transportation; and all were given innovative funds.

AISD	$ 143,643
Chapter 2	$ 76,554

Portable Buildings -- During the 1990-91 school year, three new portables were built at Priority Schools (Allison, Brooke, and Winn) with AISD funds. Relocations and repairs were also performed.

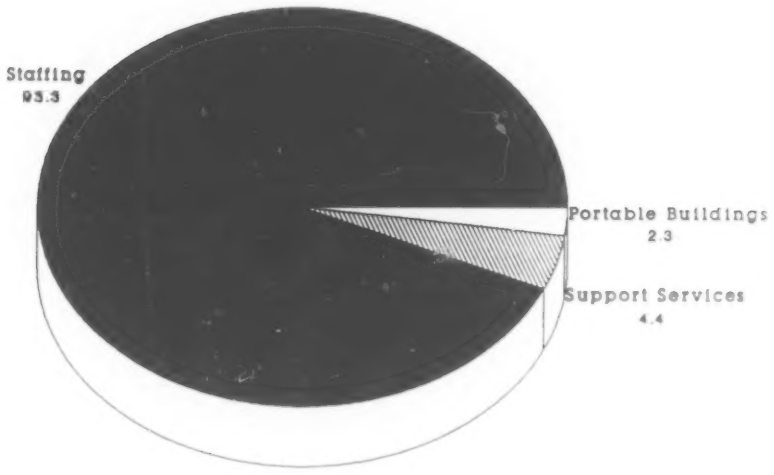
AISD	$ 131,218

Figure 10-3 presents the summary allocation data by area, and Figure 10-4 is a graphic representation of the allocations by the three main areas: staffing, support services, and portable buildings.

FIGURE 10-3
SUMMARY OF EXTRA FUNDS ALLOCATED TO THE PRIORITY SCHOOLS, 1990-91

	STAFFING	
$2,149,969	Lower PTR	39.3%
$1,340,696	Additional Staff	24.5%
$1,495,601	Full-Day Pre-K	27.3%
$ 125,441	Teach and Reach	2.2%
$5,111,707		93.3%
	SUPPORT SERVICES	
$ 143,643	Innovative Funds	3.0%
$ 76,554	TEAMS Improvement	1.4%
$ 220,197		4.4%
	PORTABLE BUILDINGS	
$ 112,363	New Construction	2.23%
$ 11,107	Relocation	.02%
$ 7,748	Repairs	.014%
$ 131,218		2.3%
	TOTALS	
$5,111,707	Staffing	93.3%
$ 220,197	Support Services	4.4%
$ 131,218	Portable Buildings	2.3%
$5,463,122		100%

FIGURE 10-4
PERCENTAGES OF PRIORITY SCHOOLS
FUNDS ALLOCATED TO EACH MAJOR AREA, 1990-91



To compare the differences in allocations between the second, third, and fourth year of Priority Schools funding, Figure 10-5 was prepared. In 1990-91 there were six components with increased allocations and one with a decrease. The total difference in allocations for 1988-89 and 1989-90 was $574,906. The total difference in allocations in 1989-90 and 1990-91 was $428,023.

FIGURE 10-5
ALLOCATION COMPARISON FOR THE PRIORITY SCHOOLS
AISD FUNDS, 1988-89, 1989-90, AND 1990-91

	1988-89	1989-90	1990-91	CHANGE IN 88-89 & 89-90	CHANGE IN 89-90 & 90-91
Full-day PreKindergarten	$ 235,386	$ 558,990	$ 702,992	$ +323,604	+ 144,002
Pupil-Teacher Ratio	2,418,300	2,056,522	2,149,969	-685,382	+ 93,447
Full-time Staff	1,194,368	1,185,262	1,340,696	- 9,106	+ 155,443
Additional Teachers	155,494	155,494	125,441	-0-	- 30,053
Support Services	223,387	138,378	143,643	- 85,009	+ 5,265
Portable Buildings	160,428	71,290	131,218	- 89,138	+ 59,928
TOTAL	4,417,238	4,165,936	4,593,959	- 574,906	+ 428,023

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ATTACHMENT 1-1

School Climate/Effectiveness Items

(Anonymous Professional Survey). The results of these 24 items administered in the spring of 1991 are summarized for the Priority Schools as a group and for the other elementary schools as a group.

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SUMMARIES

DISTRICTWIDE SURVEY OF PROFESSIONALS 1990-91

SCHOOL CLIMATE/EFFECTIVENESS ITEMS
CONFIDENTIAL WORKING DRAFT
REVISED 05/30/91

ITEMS	RESPONSES OF:		RESPONSES: STRONGLY AGREE(SA)	AGREE(A)	DISAGREE(D)	STRONGLY DISAGREE(SD)	SA+A	D+SD	RETURN RATE: # SENT	# / % RETURNED	# BLANK/ INVALID	# / % VALID
1 OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	AISD	%	51	44	4	1	95	5	627	585/ 93	10	575/ 92
	PRIORITY SCHS	%										
2 OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY.	AISD	%	39	51	8	2	90	10	627	585/ 93	7	578/ 92
	PRIORITY SCHS	%										
3 OUR SCHOOL HAS A SAFE CLIMATE.	AISD	%	39	47	11	3	86	14	627	585/ 93	7	578/ 92
	PRIORITY SCHS	%										
4 OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	AISD	%	38	47	11	4	85	15	627	585/ 93	6	579/ 92
	PRIORITY SCHS	%										
5 OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	AISD	%	36	50	12	3	86	14	627	585/ 93	4	581/ 93
	PRIORITY SCHS	%										
6 OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	AISD	%	33	54	10	3	87	13	627	585/ 93	4	581/ 93
	PRIORITY SCHS	%										
7 OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	AISD	%	42	53	3	2	95	5	627	585/ 93	9	576/ 92
	PRIORITY SCHS	%										
8 AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY.	AISD	%	36	56	7	1	92	8	627	585/ 93	6	579/ 92
	PRIORITY SCHS	%										
9 OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY.	AISD	%	33	56	9	1	90	10	627	585/ 93	3	582/ 93
	PRIORITY SCHS	%										
10 THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	AISD	%	26	49	18	7	75	25	627	585/ 93	3	582/ 93
	PRIORITY SCHS	%										
11 THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	AISD	%	27	53	13	6	81	19	627	585/ 93	3	582/ 93
	PRIORITY SCHS	%										
12 OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL.	AISD	%	27	54	14	4	81	19	627	585/ 93	7	578/ 92
	PRIORITY SCHS	%										

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
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SUMMARIES

DISTRICTWIDE SURVEY OF PROFESSIONALS 1990-91

SCHOOL CLIMATE/EFFECTIVENESS ITEMS
CONFIDENTIAL WORKING DRAFT
REVISED 05/30/91

ITEMS	RESPONSES OF		RESPONSES: STRONGLY AGREE(SA)	AGREE(A)	DISAGREE(D)	STRONGLY DISAGREE(SD)	SA+A	D+SD	RETURN RATE: # SENT	# RETURNED	%	# BLANK/ INVALID	# VALID	%
13. ADEQUATE RESOURCES (E.G., TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	AISD	%	31	47	18	4	77	23	627	585	93	7	578	92
	PRIORITY SCHS	%												
14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	AISD	%	39	54	6	2	93	7	627	585	93	6	579	92
	PRIORITY SCHS	%												
15. THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS.	AISD	%	44	43	9	5	86	14	627	585	93	8	577	92
	PRIORITY SCHS	%												
16. MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	AISD	%	40	45	11	4	85	15	627	585	93	7	578	92
	PRIORITY SCHS	%												
17. MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.	AISD	%	39	52	8	2	91	9	627	585	93	6	579	92
	PRIORITY SCHS	%												
18. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	AISD	%	35	51	10	4	86	14	627	585	93	13	572	91
	PRIORITY SCHS	%												
19. OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE.	AISD	%	30	52	14	4	82	18	627	585	93	15	570	91
	PRIORITY SCHS	%												
20. NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION.	AISD	%	28	54	15	3	82	18	627	585	93	9	576	92
	PRIORITY SCHS	%												
21. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL.	AISD	%	26	52	16	6	78	22	627	585	93	9	576	92
	PRIORITY SCHS	%												
22. STAFF ACHIEVEMENTS ARE RECOGNIZED.	AISD	%	32	52	12	4	84	16	627	585	93	9	576	92
	PRIORITY SCHS	%												
23. AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL.	AISD	%	25	52	18	5	76	24	627	585	93	7	578	92
	PRIORITY SCHS	%												
24. THE MORALE OF THIS STAFF IS GENERALLY HIGH.	AISD	%	22	51	20	8	73	27	627	585	93	9	576	92
	PRIORITY SCHS	%												

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SUMMARIES

DISTRICTWIDE SURVEY OF PROFESSIONALS 1990-91

SCHOOL CLIMATE/EFFECTIVENESS ITEMS
CONFIDENTIAL WORKING DRAFT
REVISED 05/30/91

ITEMS	RESPONSES OF:		RESPONSES: STRONGLY AGREE(SA)	AGREE(A)	DISAGREE(D)	STRONGLY DISAGREE(SD)	SA+A	D+SD	RETURN RATE: # SENT	# / % RETURNED	# BLANK/ INVALID	# / % VALID
1. OUR SCHOOL STAFF HAS HIGH EXPECTATIONS FOR SUCCESS.	AISD	%	67	29	3	0	96	4	2026	1831/ 90	59	1772/ 87
	NON-PRIORITY											
2. OUR SCHOOL STAFF BELIEVES AND DEMONSTRATES THAT ALL STUDENTS CAN ATTAIN MASTERY.	AISD	%	51	43	6	0	94	6	2026	1831/ 90	11	1820/ 90
	NON-PRIORITY											
3. OUR SCHOOL HAS A SAFE CLIMATE.	AISD	%	57	35	6	1	93	7	2026	1831/ 90	10	1821/ 90
	NON-PRIORITY											
4. OUR SCHOOL HAS AN ORDERLY, PURPOSEFUL, BUSINESSLIKE CLIMATE.	AISD	%	51	42	5	2	93	7	2026	1831/ 90	6	1825/ 90
	NON-PRIORITY											
5. OUR SCHOOL HAS A CLEAR AND FOCUSED MISSION THROUGH WHICH OUR ENTIRE STAFF SHARES AN UNDERSTANDING AND COMMITMENT TO SCHOOL GOALS.	AISD	%	51	40	7	1	92	8	2026	1831/ 90	11	1820/ 90
	NON-PRIORITY											
6. OUR SCHOOL STAFF WORKS TOGETHER TO IMPROVE INSTRUCTION.	AISD	%	50	43	6	1	92	8	2026	1831/ 90	13	1818/ 90
	NON-PRIORITY											
7. OUR CLASSROOMS ARE CHARACTERIZED BY STUDENTS ACTIVELY ENGAGED IN LEARNING.	AISD	%	58	38	3	1	97	3	2026	1831/ 90	26	1805/ 89
	NON-PRIORITY											
8. AT OUR SCHOOL THERE IS FREQUENT MONITORING OF STUDENT PROGRESS. THE RESULTS OF ASSESSMENTS ARE USED TO IMPROVE INDIVIDUAL STUDENT PROFICIENCY.	AISD	%	54	44	3	0	97	3	2026	1831/ 90	11	1820/ 90
	NON-PRIORITY											
9. OUR SCHOOL HAS POSITIVE RELATIONS WITH THE HOME AND SCHOOL COMMUNITY.	AISD	%	48	45	6	1	93	7	2026	1831/ 90	10	1821/ 90
	NON-PRIORITY											
10. THE CHANNELS OF COMMUNICATION AMONG THE FACULTY, ADMINISTRATORS, AND OTHER STAFF AT MY BUILDING ARE OPEN AND ADEQUATE.	AISD	%	38	45	14	4	83	17	2026	1831/ 90	7	1824/ 90
	NON-PRIORITY											
11. THERE IS COLLABORATIVE PLANNING AND DECISION MAKING IN MY SCHOOL.	AISD	%	39	47	11	3	86	14	2026	1831/ 90	9	1822/ 90
	NON-PRIORITY											
12. OVERALL, STUDENTS ARE WELL BEHAVED IN THIS SCHOOL.	AISD	%	33	51	12	4	84	16	2026	1831/ 90	9	1822/ 90
	NON-PRIORITY											

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SUMMARIES

DISTRICTWIDE SURVEY OF PROFESSIONALS 1990-91

SCHOOL CLIMATE/EFFECTIVENESS ITEMS
CONFIDENTIAL WORKING DRAFT
REVISED 05/30/91

ITEMS	RESPONSES OF:		RESPONSES: STRONGLY AGREE(SA)	AGREE(A)	DISAGREE(D)	STRONGLY DISAGREE(SD)	SA+A	D+SD	RETURN RATE: # SENT	# RETURNED	%	# BLANK/ INVALID	# VALID	%
13. ADEQUATE RESOURCES (E.G., TEXT-BOOKS, TEACHER GUIDES, AND OTHER MATERIALS) ARE AVAILABLE TO ME.	AISD		43	40	13	3	83	17	2026	1831	90	19	1812	89
	NON-PRIORITY	%												
14. THE GENERAL SCHOOL CLIMATE IS CONDUCIVE TO LEARNING.	AISD		54	43	3	1	97	3	2026	1831	90	12	1819	90
	NON-PRIORITY	%												
15. THE PRINCIPAL IS WILLING TO DISCUSS PROBLEMS WITH PROFESSIONALS.	AISD		55	36	6	2	91	9	2026	1831	90	17	1814	90
	NON-PRIORITY	%												
16. MY DECISIONS AS A PROFESSIONAL ARE SUPPORTED AND RESPECTED BY MY CAMPUS ADMINISTRATOR(S).	AISD		50	38	9	2	89	11	2026	1831	90	16	1815	90
	NON-PRIORITY	%												
17. MY CONTINUED GROWTH AS A PROFESSIONAL IS SUPPORTED BY STAFF DEVELOPMENT/TRAINING PROVIDED THROUGH MY CAMPUS.	AISD		46	46	7	1	91	9	2026	1831	90	23	1808	89
	NON-PRIORITY	%												
18. JOB PERFORMANCE APPRAISALS ON THIS CAMPUS ARE FAIR AND REPRESENTATIVE OF ACTUAL JOB PERFORMANCE.	AISD		42	45	10	3	87	13	2026	1831	90	37	1794	89
	NON-PRIORITY	%												
19. OUR FACULTY MEETINGS ARE WELL PLANNED AND PRODUCTIVE.	AISD		41	47	10	2	88	12	2026	1831	90	31	1800	89
	NON-PRIORITY	%												
20. NEW SCHOOL POLICIES ARE EXPLAINED TO ME TO MY SATISFACTION.	AISD		38	52	8	1	90	10	2026	1831	90	14	1817	90
	NON-PRIORITY	%												
21. THE RESOLUTION OF CONFLICT OR PROBLEMS IS ADDRESSED POSITIVELY IN THIS SCHOOL.	AISD		36	49	13	3	85	15	2026	1831	90	25	1806	89
	NON-PRIORITY	%												
22. STAFF ACHIEVEMENTS ARE RECOGNIZED.	AISD		42	44	12	3	86	14	2026	1831	90	21	1810	89
	NON-PRIORITY	%												
23. AN EFFORT IS MADE TO KEEP PAPER-WORK REQUIRED BY MY CAMPUS TO A MINIMUM LEVEL.	AISD		27	50	18	5	77	23	2026	1831	90	23	1808	89
	NON-PRIORITY	%												
24. THE MORALE OF THIS STAFF IS GENERALLY HIGH.	AISD		34	46	15	5	80	20	2026	1831	90	18	1813	89
	NON-PRIORITY	%												

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ATTACHMENT 2-1

Effective Schools Standards Report

This attachment contains the definitions of the Effective Schools Standards. The report for each Priority School is included, as is one for the Priority Schools as a group, one for the other elementary schools as a group, and one for AISD elementary schools as a whole.

Effective School Standard Description 94

Elementary School Summary 95

Priority School Summary 96

Non-Priority School Summary 97

Individual Priority Schools Summaries 98

AUSTIN INDEPENDENT SCHOOL DISTRICT

Department of Management Information
Office of Research and Evaluation

Effective School Standards

The principals of Austin's Priority Schools have developed common standards which describe an effective school. The reverse side of this sheet reports how well this school met the standards for 1987-88, 1988-89, 1989-90, and 1990-91.

Student Attendance: An effective school is one with an average student percent of attendance of 95% or more.

Staff Attendance: Teachers at an effective school have an average absence rate of five or fewer days of sick and personal leave each year. Teachers who take maternity leave or have extended absences (in excess of five consecutive days) may be excluded.

Statewide Test Performance: On the statewide test, effective schools have 85% or more of their students mastering all tests. Furthermore, when the students are disaggregated by sex, ethnicity, and income level, there should be no more than a 7% difference in statewide test mastery on each test for disaggregated groups with at least 20 students.

For the purpose of evaluating this standard, scores will be combined by test area across grades 1,3, and 5. To met the standard, 85% of the students taking each test (mathematics, reading, and writing) for a valid score must meet mastery. Therefore, if 85% or more of the students reached mastery in mathematics and reading, but only 83% met mastery in writing, the school would not be classified as effective. In addition, any school having 20 or more students taking the Spanish statewide test will be required to reach the 85% mastery level on each Spanish test. Groups with fewer than 20 students have been left blank on the reverse side.

ITBS Performance: For grades 1-5, the median schoolwide ITBS Composite score is at least the 50th percentile in an effective school, and fewer than 10% of the students are in the bottom quartile. When scores are disaggregated by sex, ethnicity, and income, an effective school is equally effective for all groups. For groups with 20 or more students, there is no more than a 7 percentile point difference between groups--boys and girls, etc. Groups with fewer than 20 students have been left blank on the reverse side.

Limited-English-Proficient students dominate in a language other than English (LEP A and B) and students receiving one or more hours of Special Education instruction per day are excluded from the analysis.

Parent Evaluation: Based on a parent questionnaire, 75% or more of the parents think an effective school is effective. For the purpose of evaluating this standard, a questionnaire will be sent to a sample of parents from each school.

Standard for Improving Schools

The effective school standards are long-range objectives for the Priority Schools. Until a school meets the standard for an effective school, it may be designated an improving school if it meets the standard below.

An improving school is one for which the percentage of students mastering each statewide test areas (mathematics, reading, and writing) meets or exceeds the percentages listed below:

YEAR	STATEWIDE TEST PERFORMANCE STANDARD
1988	70% Mastery
1989	70% Mastery
1990	80% Mastery
1991	85% Mastery
1992	85% Mastery

The percentage is to be calculated by combining students across grade levels for each subtest. Also, schools with 20 or more students tested in Spanish must meet the standard in each language.

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

ELEMENTARY SCHOOL SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA				STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance			95.8	95% or greater	YES	YES	YES	YES	
2. Average number of teacher absences			5.1	5 or fewer days	NO	YES	NO	NO	
3. TAAS: Percent Mastery		Math	Reading	Writing					
ENGLISH									
ALL	(N= 9268)	73%	76%	74%	85% or greater	NO	YES	NO	NO	
Boys	(N= 4509)	74%	73%	68%					
Girls	(N= 4759)	73%	79%	79%	Difference 7% or less by:				
Low Income	(N= 4265)	62%	65%	65%	Sex	YES	YES	YES	NO	
Non-Low Income	(N= 5003)	83%	87%	82%	Income	NO	NO	NO	NO	
Black	(N= 1786)	56%	63%	62%						
Hispanic	(N= 3004)	65%	67%	68%	Ethnicity	NO	NO	NO	NO	
Other	(N= 4478)	87%	88%	82%						
		Math	Reading	Writing					
SPANISH									
ALL	(N= 280)	87%	79%	65%	85% or greater	YES	YES	YES	NO	
Boys	(N= 137)	87%	76%	59%						
Girls	(N= 143)	86%	83%	70%						
Low Income	(N= 269)	88%	80%	65%						
Non-Low Income	(N= 11)	-%	-%	-%	Difference 7% or less by:					
					Sex	YES	YES	YES	NO	
					Income	NO	-	-	-	
4. ITBS Composite Achievement									
Percent in bottom quartile				22%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N=25453)			56	50 or greater	YES	NO	YES	YES	
Boys	(N=12550)			54						
Girls	(N=12903)			57	Difference 7%iles or less by:					
Low Income	(N=12090)			39						
Non-Low Income	(N=13363)			72	Sex	YES	YES	YES	YES	
Black	(N= 4605)			39	Income	NO	NO	NO	NO	
Hispanic	(N= 8628)			40						
Other	(N=12220)			75	Ethnicity	NO	NO	NO	NO	
5. Parent Evaluation									
My child's school is an effective (excellent) school.									
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable					
39%	44%	12%	3%	1%	1%	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
IS THIS SCHOOL AN IMPROVING SCHOOL?				(1988 Standard)	70% TEAMS mastery	YES				
				(1989 Standard)	75% TEAMS mastery		YES			
				(1990 Standard)	80% TEAMS mastery			YES		
				(1991 Standard)	85% TAAS mastery				NO	
				(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?					All of the above.	NO	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?					Standards met for 2 consecutive years.	N/A	N/A	N/A	N/A	

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EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

PRIORITY SCHOOL SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA				STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance			95.4	95% or greater	YES	YES	YES	YES	
2. Average number of teacher absences			4.5	5 or fewer days	NO	YES	NO	YES	
3. TAAS: Percent Mastery		Math	Reading	Writing					
ENGLISH									
ALL	(N= 1595)	59%	63%	66%	85% or greater	NO	NO	NO	NO	
Boys	(N= 721)	60%	58%	59%					
Girls	(N= 874)	58%	67%	72%	Difference 7% or less by:				
Low Income	(N= 1312)	57%	62%	65%	Sex	YES	YES	NO	NO	
Non-Low Income	(N= 283)	67%	70%	72%	Income	YES	NO	NO	NO	
Black	(N= 656)	54%	60%	61%						
Hispanic	(N= 861)	61%	64%	69%	Ethnicity	NO	NO	NO	NO	
Other	(N= 78)	75%	76%	74%						
		Math	Reading	Writing					
SPANISH									
ALL	(N= 120)	90%	81%	66%	85% or greater	YES	YES	YES	NO	
Boys	(N= 68)	88%	79%	63%						
Girls	(N= 52)	92%	83%	69%						
Low Income	(N= 115)	91%	81%	66%						
Non-Low Income	(N= 5)	-%	-%	-%	Difference 7% or less by:					
					Sex	NO	YES	-	YES	
					Income	-	-	-	-	
4. ITBS Composite Achievement									
Percent in bottom quartile				37%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= 4464)			36	50 or greater	NO	NO	NO	NO	
Boys	(N= 2162)			34						
Girls	(N= 2302)			39	Difference 7%iles or less by:					
Low Income	(N= 3786)			35						
Non-Low Income	(N= 678)			48	Sex	YES	YES	YES	YES	
Black	(N= 1667)			34	Income	NO	NO	NO	NO	
Hispanic	(N= 2608)			36						
Other	(N= 189)			54	Ethnicity	NO	NO	NO	NO	
5. Parent Evaluation									
My child's school is an effective (excellent) school.									
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable					
43%	41%	12%	2%	1%	1%	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
IS THIS SCHOOL AN IMPROVING SCHOOL?				(1988 Standard)	70% TEAMS mastery	YES				
				(1989 Standard)	75% TEAMS mastery		YES			
				(1990 Standard)	80% TEAMS mastery			NO		
				(1991 Standard)	85% TAAS mastery				NO	
				(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?					All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?					Standards met for 2 consecutive years.	N/A	NO	NO	NO	

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

NON-PRIORITY SCHOOL SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA				STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance			95.8	95% or greater	YES	YES	YES	YES	
2. Average number of teacher absences			5.2	5 or fewer days	NO	YES	NO	NO	
3. TAAS Percent Mastery		Math	Reading	Writing					
ENGLISH									
ALL	(N= 7673)	77%	79%	75%	85% or greater	NO	YES	NO	NO	
Boys	(N= 3788)	77%	76%	70%					
Girls	(N= 3885)	76%	82%	80%	Difference 7% or less by:				
Low Income	(N= 2945)	64%	66%	65%	Sex	YES	YES	YES	NO	
Non-Low Income	(N= 4720)	84%	88%	82%	Income	NO	NO	NO	NO	
Black	(N= 1130)	57%	64%	63%						
Hispanic	(N= 2139)	66%	69%	68%	Ethnicity	NO	NO	NO	NO	
Other	(N= 4401)	87%	88%	82%						
SPANISH		Math	Reading	Writing					
ALL	(N= 159)	84%	78%	64%	85% or greater	YES	NO	YES	NO	
Boys	(N= 69)	86%	72%	55%						
Girls	(N= 90)	83%	82%	70%						
Low Income	(N= 153)	85%	78%	64%	Difference 7% or less by:					
Non-Low Income	(N= 6)	-%	-%	-%						
					Sex	YES	YES	NO	NO	
					Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile				18%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N=20989)		61		50 or greater	YES	YES	YES	YES	
Boys	(N=10388)		60							
Girls	(N=10601)		62		Difference 7%iles or less by:					
Low Income	(N= 8304)		40							
Non-Low Income	(N=12685)		73		Sex	YES	YES	YES	YES	
Black	(N= 2938)		40		Income	NO	NO	NO	NO	
Hispanic	(N= 6020)		41							
Other	(N=12031)		75		Ethnicity	NO	NO	NO	NO	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	-	YES	YES	YES	
39%	45%	12%	3%	1%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?				(1988 Standard)	70% TEAMS mastery	YES				
				(1989 Standard)	75% TEAMS mastery		YES			
				(1990 Standard)	80% TEAMS mastery			YES		
				(1991 Standard)	85% TAAS mastery				NO	
				(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?					All of the above.	NO	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?					Standards met for 2 consecutive years.	N/A	N/A	N/A	N/A	

90.04

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

ALLAN ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.3	95% or greater	YES	NO	YES	YES	
2. Average number of teacher absences				6.4	5 or fewer days	NO	NO	NO	NO	
3. TAAS Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 88)	58%	60%	73%	85% or greater	NO	NO	NO	NO	
Boys	(N=	37)	55%	59%	68%	Difference 7% or less by:				
Girls	(N=	50)	59%	60%	76%					
Low Income	(N= | 73)	58%	64%	77%	Sex	NO	YES	NO	NO	
Non-Low Income	(N=	15)	-%	-%	-%					
						Income	NO	NO	NO	-	
Black	(N=	14)	56%	58%	71%					
Hispanic	(N= | 62)	58%	62%	74%	Ethnicity	NO	NO	-	YES	
Other	(N=	1)	-%	-%	-%					
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 11)	-%	-%	-%	85% or greater	YES	-	-	-	
Boys	(N=	7)	-%	-%	-%					
Girls	(N=	4)	-%	-%	-%					
Low Income	(N=	9)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	2)	-%	-%	-%					
						Sex	-	-	-	-	
						Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile				43%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N=	253)	30		50 or greater	NO	NO	NO	NO	
Boys	(N=	124)	29		Difference 7%iles or less by:					
Girls	(N=	129)	32							
Low Income	(N=	221)	29							
Non-Low Income	(N=	32)	38		Sex	YES	YES	YES	YES	
					Income	NO	NO	NO	NO	
Black	(N=	50)	33							
Hispanic	(N=	197)	29							
Other	(N=	6)	-		Ethnicity	YES	YES	NO	YES	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
47%	40%	10%	1%	1%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery				NO	
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

ALLISON ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA				STANDARD	MET? 1988	1989	1990	1991	1992
1. Student **average percent of attendance**			94.6	95% or greater	YES	YES	YES	NO	
2. Average number of **teacher absences**			4.9	5 or fewer days	NO	NO	NO	YES	
3. **TAAS** Percent Mastery		Math	Reading	Writing					
ENGLISH									
ALL	(N= 130)	70%	68%	68%	85% or greater	NO	NO	NO	NO	
Boys	(N= 61)	73%	69%	69%	Difference 7% or less by:				
Girls	(N= 69)	67%	67%	68%					
Low Income	(N= 112)	68%	67%	69%	Sex	YES	NO	NO	YES	
Non-Low Income	(N= 18)	-%	-%	-%					
					Income	NO	NO	NO	-	
Black	(N= 12)	-%	-%	-%					
Hispanic	(N= 110)	73%	71%	72%	Ethnicity	YES	-	-	-	
Other	(N= 8)	-%	-%	-%					
SPANISH		Math	Reading	Writing					
ALL	(N= 11)	-%	-%	-%	85% or greater	-	YES	-	-	
Boys	(N= 5)	-%	-%	-%					
Girls	(N= 6)	-%	-%	-%					
Low Income	(N= 11)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N= 0)	-%	-%	-%					
					Sex	-	-	-	-	
					Income	-	-	-	-	
4. **ITBS** Composite Achievement									
Percent in bottom quartile				34%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: **ALL**	(N= 367)	37			50 or greater	NO	NO	NO	NO	
Boys	(N= 170)	35			Difference 7%iles or less by:					
Girls	(N= 197)	39								
Low Income	(N= 308)	36								
Non-Low Income	(N= 59)	53			Sex	YES	YES	NO	YES	
					Income	NO	YES	NO	NO	
Black	(N= 27)	30								
Hispanic	(N= 322)	38								
Other	(N= 18)	-			Ethnicity	NO	YES	YES	NO	
5. **Parent Evaluation**									
My child's school is an effective (excellent) school.									
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable					
42%	46%	8%	3%	0%	0%	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			YES		
					(1991 Standard)	85% TAAS mastery				NO	
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

BECKER ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student **average percent of attendance**				96.2	**95% or greater**	NO	YES	YES	YES	
2. Average number of **teacher absences**				4.5	**5 or fewer days**	NO	YES	YES	YES	
3. **TAAS** Percent Mastery		Math	Reading	Writing						
ENGLISH										
ALL	(N= 84)	69%	72%	75%	**85% or greater**	NO	NO	NO	NO	
Boys	(N= 31)	75%	79%	65%						
Girls	(N= 53)	65%	69%	81%	**Difference 7% or less by:**					
Low Income	(N= 73)	68%	71%	74%	**Sex**	NO	YES	NO	NO	
Non-Low Income	(N= 11)	-%	-%	-%	**Income**	NO	-	-	-	
Black	(N= 7)	-%	-%	-%						
Hispanic	(N= 65)	65%	70%	74%	**Ethnicity**	NO	NO	-	-	
Other	(N= 12)	-%	-%	-%						
SPANISH		Math	Reading	Writing						
ALL	(N= 4)	-%	-%	-%	**85% or greater**	-	-	-	-	
Boys	(N= 1)	-%	-%	-%						
Girls	(N= 3)	-%	-%	-%						
Low Income	(N= 4)	-%	-%	-%	**Difference 7% or less by:**					
Non-Low Income	(N= 0)	-%	-%	-%	**Sex**	-	-	-	-	
					Income	-	-	-	-	
4. **ITBS** Composite Achievement										
Percent in bottom quartile				27%	**Fewer than 10%**	NO	NO	NO	NO	
Median Percentile: **ALL**	(N= 242)	44			**50 or greater**	NO	YES	NO	NO	
Boys	(N= 105)	44			**Difference 7%iles or less by:**					
Girls	(N= 137)	44								
Low Income	(N= 216)	41			**Sex**	YES	YES	YES	YES	
Non-Low Income	(N= 26)	64			**Income**	NO	NO	NO	NO	
Black	(N= 32)	31								
Hispanic	(N= 180)	42			**Ethnicity**	NO	NO	NO	NO	
Other	(N= 30)	74								
5. **Parent Evaluation**										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable					
52%	41%	6%	1%	0%	0%	**75% or more Agree or Strongly Agree**	YES	YES	YES	YES	
IS THIS SCHOOL AN IMPROVING SCHOOL?					**(1988 Standard)** 70% TEAMS mastery	YES				
					(1989 Standard) 75% TEAMS mastery		YES			
					(1990 Standard) 80% TEAMS mastery			YES		
					(1991 Standard) 85% TAAS mastery				NO	
					(1992 Standard) 85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?					**All of the above.**	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?					**Standards met for 2 consecutive years.**	N/A	NO	NO	NO	

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

BLACKSHEAR ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				94.5	95% or greater	NO	NO	NO	NO	
2. Average number of teacher absences				4.9	5 or fewer days	YES	YES	YES	YES	
3. TAAS: Percent Mastery										
ENGLISH		Math	Reading	Writing						
ALL	(N= 81)	64%	62%	81%	85% or greater	NO	NO	NO	NO	
Boys	(N= 34)	59%	57%	71%	Difference 7% or less by:					
Girls	(N= 47)	67%	66%	89%						
Low Income	(N= 76)	63%	62%	80%	Sex	NO	NO	NO	NO	
Non-Low Income	(N= 5)	-%	-%	-%						
					Income	-	-	-	-	
Black	(N= 35)	76%	78%	94%						
Hispanic	(N= 45)	53%	51%	71%	Ethnicity	YES	NO	NO	NO	
Other	(N= 1)	-%	-%	-%						
SPANISH		Math	Reading	Writing						
ALL	(N= 15)	-%	-%	-%	85% or greater	NO	NO	-	-	
Boys	(N= 12)	-%	-%	-%						
Girls	(N= 3)	-%	-%	-%						
Low Income	(N= 15)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= 0)	-%	-%	-%						
					Sex	-	-	-	-	
					Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile				45%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= 233)	31			50 or greater	NO	NO	NO	NO	
Boys	(N= 98)	22			Difference 7%iles or less by:					
Girls	(N= 135)	35								
Low Income	(N= 220)	30								
Non-Low Income	(N= 13)	-			Sex	NO	YES	YES	NO	
Black	(N= 127)	34			Income	NO	NO	YES	-	
Hispanic	(N= 102)	24								
Other	(N= 4)	-			Ethnicity	YES	YES	YES	NO	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable					
36%	36%	23%	2%	2%	2%	75% or more Agree or Strongly Agree	YES	YES	NO	NO	
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	NO				
					(1989 Standard)	75% TEAMS mastery		NO			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery				NO	
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

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EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

BROOKE ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.9	95% or greater	NO	NO	YES	YES	
2. Average number of teacher absences				4.4	5 or fewer days	NO	YES	YES	YES	
3. TAAS: Percent Mastery		Math	Reading	Writing						
ENGLISH					85% or greater	NO	NO	NO	NO	
ALL	(N= 74)	71%	68%	58%						
Boys	(N= 41)	79%	63%	59%	Difference 7% or less by:					
Girls	(N= 33)	61%	74%	58%						
Low Income	(N= 62)	71%	66%	52%	Sex	NO	NO	NO	NO	
Non-Low Income	(N= 12)	-%	-%	-%						
					Income	NO	NO	-	-	
Black	(N= 0)	-%	-%	-%						
Hispanic	(N= 71)	71%	67%	58%	Ethnicity	-	-	-	-	
Other	(N= 3)	-%	-%	-%						
		Math	Reading	Writing						
SPANISH										
ALL	(N= 12)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N= 6)	-%	-%	-%						
Girls	(N= 6)	-%	-%	-%						
Low Income	(N= 11)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= 1)	-%	-%	-%						
					Sex	-	-	-	-	
					Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile				37%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= 208)	37			50 or greater	NO	NO	NO	NO	
Boys	(N= 99)	37			Difference 7%iles or less by:					
Girls	(N= 109)	37								
Low Income	(N= 174)	33			Sex	YES	NO	YES	YES	
Non-Low Income	(N= 34)	58								
					Income	NO	YES	NO	NO	
Black	(N= 1)	-								
Hispanic	(N= 200)	36			Ethnicity	-	-	-	-	
Other	(N= 7)	-								
5. Parent Evaluation										
My child's school is an effective (excellent) school.					75% or more Agree or Strongly Agree	YES	YES	YES	YES	

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
41%	46%	8%	2%	0%	2%

IS THIS SCHOOL AN IMPROVING SCHOOL?	(1988 Standard)	70% TEAMS mastery	NO			
	(1989 Standard)	75% TEAMS mastery		NO		
	(1990 Standard)	80% TEAMS mastery			NO	
	(1991 Standard)	85% TAAS mastery				NO
	(1992 Standard)	85% TAAS mastery				
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?		All of the above.	N/A	NO	NO	NO
IS THIS SCHOOL AN EFFECTIVE SCHOOL?		Standards met for 2 consecutive years.	N/A	NO	NO	NO

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

CAMPBELL ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT

DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET?				
						1988	1989	1990	1991	1992
1. Student average percent of attendance				95.7	95% or greater	YES	NO	YES	YES	
2. Average number of teacher absences				4.4	5 or fewer days	NO	YES	NO	YES	
3. TAAS Percent Mastery		Math	Reading	Writing						
ENGLISH										
ALL	(N= 58)	79%	78%	57%	85% or greater	NO	NO	NO	NO	
Boys	(N= 31)	84%	81%	52%						
Girls	(N= 27)	74%	74%	63%	Difference 7% or less by:					
Low Income	(N= 50)	80%	74%	56%	Sex	NO	NO	NO	NO	
Non-Low Income	(N= 8)	-%	-%	-%						
					Income	-	-	-	-	
Black	(N= 45)	80%	78%	60%						
Hispanic	(N= 13)	-%	-%	-%	Ethnicity	NO	NO	NO	-	
Other	(N= 0)	-%	-%	-%						
		Math	Reading	Writing						
SPANISH										
ALL	(N= 0)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N= 0)	-%	-%	-%						
Girls	(N= 0)	-%	-%	-%						
Low Income	(N= 0)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= 0)	-%	-%	-%						
					Sex	-	-	-	-	
					Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile				40%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= 203)	32			50 or greater	NO	NO	NO	NO	
Boys	(N= 106)	32								
Girls	(N= 97)	32			Difference 7%iles or less by:					
Low Income	(N= 182)	31								
Non-Low Income	(N= 21)	36			Sex	NO	YES	YES	YES	
					Income	NO	NO	NO	YES	
Black	(N= 143)	33								
Hispanic	(N= 59)	26			Ethnicity	YES	NO	NO	YES	
Other	(N= 1)	-								
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable					
37%	32%	26%	4%	2%	0%	75% or more Agree or Strongly Agree	YES	YES	NO	NO
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES			
					(1989 Standard)	75% TEAMS mastery		YES		
					(1990 Standard)	80% TEAMS mastery			NO	
					(1991 Standard)	85% TAAS mastery				NO
					(1992 Standard)	85% TAAS mastery				
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO

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EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

GOVALLE ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.1	95% or greater	NO	NO	YES	YES	
2. Average number of teacher absences				3.1	5 or fewer days	NO	YES	YES	YES	
3. TAAS Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 157)	53%	66%	70%	85% or greater	NO	NO	NO	NO	
Boys	(N=	81)	59%	65%	62%					
Girls	(N=	75)	46%	68%	79%	Difference 7% or less by:				
Low Income	(N= | 132)	47%	64%	67%	Sex	YES	NO	NO	NO	
Non-Low Income	(N=	25)	84%	80%	88%					
						Income	YES	NO	YES	NO	
Black	(N=	40)	31%	50%	68%					
Hispanic	(N= | 107)	58%	70%	69%	Ethnicity	NO	YES	NO	NO	
Other	(N=	8)	-%	-%	-%					
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 5)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N=	3)	-%	-%	-%					
Girls	(N=	2)	-%	-%	-%					
Low Income	(N=	4)	-%	-%	-%					
Non-Low Income	(N=	1)	-%	-%	-%	Difference 7% or less by:				
						Sex	-	-	-	-	
						Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile					26%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= | 372)	47			50 or greater	YES	NO	NO	NO	
Boys	(N= | 197)	45								
Girls	(N= | 175)	50			Difference 7%iles or less by:					
Low Income	(N= | 315)	44								
Non-Low Income	(N= | 57)	63			Sex	NO	YES	YES	YES	
						Income	NO	NO	YES	NO	
Black	(N= | 92)	39								
Hispanic	(N= | 264)	49			Ethnicity	NO	NO	NO	NO	
Other	(N= | 16)	-								
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
43%	38%	15%	3%	0%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery				NO	
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

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EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

METZ ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET?				
						1988	1989	1990	1991	1992
1. Student average percent of attendance				96.7	95% or greater	YES	YES	YES	YES	
2. Average number of teacher absences				4.8	5 or fewer days	NO	NO	YES	YES	
3. TAAS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 90)	74%	72%	88%	85% or greater	YES	NO	NO	NO	
Boys	(N=	44)	69%	64%	84%					
Girls	(N=	46)	78%	79%	91%	Difference 7% or less by:				
Low Income	(N= | 71)	72%	72%	87%	Sex	NO	YES	NO	NO	
Non-Low Income	(N=	19)	-%	-%	-%					
						Income	NO	NO	-	-	
Black	(N=	0)	-%	-%	-%					
Hispanic	(N= | 85)	72%	71%	88%	Ethnicity	-	-	-	-	
Other	(N=	5)	-%	-%	-%					
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 14)	-%	-%	-%	85% or greater	YES	-	-	-	
Boys	(N=	7)	-%	-%	-%					
Girls	(N=	7)	-%	-%	-%					
Low Income	(N=	13)	-%	-%	-%					
Non-Low Income	(N=	1)	-%	-%	-%	Difference 7% or less by:				
						Sex	YES	-	-	-	
						Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile					32%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= | 283)		40		50 or greater	NO	NO	NO	NO	
Boys	(N= | 141)		41							
Girls	(N= | 142)		40		Difference 7%iles or less by:					
Low Income	(N= | 234)		36							
Non-Low Income	(N= | 49)		54		Sex	YES	YES	YES	YES	
						Income	NO	YES	YES	NO	
Black	(N= | 7)		-							
Hispanic	(N= | 264)		40							
Other	(N= | 12)		-		Ethnicity	-	-	-	-	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
60%	31%	5%	2%	1%	2%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery				NO	
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

NORMAN ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET?				
						1988	1989	1990	1991	1992
1. Student average percent of attendance				95.6	95% or greater	YES	YES	YES	YES	
2. Average number of teacher absences				3.5	5 or fewer days	NO	YES	YES	YES	
3. TAAS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 80)	52%	56%	66%	85% or greater	YES	NO	NO	NO	
Boys	(N=	38)	49%	51%	61%					
Girls	(N=	41)	56%	61%	71%	Difference 7% or less by:				
Low Income	(N= | 65)	52%	58%	62%	Sex	YES	NO	NO	NO	
Non-Low Income	(N=	14)	-%	-%	-%					
						Income	YES	NO	-	-	
Black	(N=	61)	53%	56%	71%					
Hispanic	(N= | 8)	-%	-%	-%	Ethnicity	-	-	-	-	
Other	(N= | 10)	-%	-%	-%						
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 0)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N=	0)	-%	-%	-%					
Girls	(N=	0)	-%	-%	-%					
Low Income	(N=	0)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-	-	
						Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile					26%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL		(N= | 192)	43		50 or greater	NO	NO	NO	NO	
Boys		(N= | 99)	40		Difference 7%iles or less by:					
Girls		(N= | 93)	45							
Low Income		(N= | 159)	43							
Non-Low Income		(N= | 33)	44		Sex	YES	NO	YES	YES	
						Income	YES	NO	YES	YES	
Black		(N= | 152)	42							
Hispanic		(N= | 21)	45							
Other		(N= | 19)	-		Ethnicity	NO	-	NO	YES	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
41%	36%	20%	3%	0%	0%						
IS THIS SCHOOL AN IMPROVING SCHOOL?						(1988 Standard)	70% TEAMS mastery	YES			
						(1989 Standard)	75% TEAMS mastery		YES		
						(1990 Standard)	80% TEAMS mastery			NO	
						(1991 Standard)	85% TAAS mastery				NO
						(1992 Standard)	85% TAAS mastery				
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?							All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?							Standards met for 2 consecutive years.	N/A	NO	NO	NO	

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

OAK SPRINGS ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				94.0	95% or greater	NO	YES	NO	NO	
2. Average number of teacher absences				4.7	5 or fewer days	NO	YES	YES	YES	
3. TAAS Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 89)	35%	58%	54%	85% or greater	NO	NO	NO	NO	
Boys	(N=	35)	27%	43%	51%	Difference 7% or less by:				
Girls	(N=	53)	40%	68%	56%					
Low Income	(N= | 87)	34%	57%	54%	Sex	NO	NO	NO	NO	
Non-Low Income	(N=	2)	-%	-%	-%					
						Income	-	-	-	-	
Black	(N=	53)	30%	57%	47%					
Hispanic	(N= | 35)	41%	58%	63%	Ethnicity	-	YES	NO	NO	
Other	(N=	1)	-%	-%	-%					
SPANISH			Math	Reading	Writing					
ALL	(N= | 1)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N=	1)	-%	-%	-%					
Girls	(N=	0)	-%	-%	-%					
Low Income	(N=	1)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-	-	
						Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile				40%		Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= | 261)	34			50 or greater	YES	NO	NO	NO	
Boys	(N=	126)	33			Difference 7%iles or less by:				
Girls	(N=	135)	36							
Low Income	(N=	253)	33							
Non-Low Income	(N= | 8)	-			Sex	NO	YES	YES	YES	
						Income	-	-	-	-	
Black	(N=	123)	32							
Hispanic	(N=	131)	35							
Other	(N= | 7)	-			Ethnicity	NO	NO	NO	YES	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	NO	YES	YES	
41%	40%	12%	3%	1%	3%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	NO				
					(1989 Standard)	75% TEAMS mastery		NO			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery				NO	
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

90.04

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

ORTEGA ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				96.6	95% or greater	YES	YES	YES	YES	
2. Average number of teacher absences				3.5	5 or fewer days	YES	YES	YES	YES	
3. TAAS Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 63)	67%	57%	69%	85% or greater	NO	NO	NO	NO	
Boys	(N=	30)	73%	60%	60%	Difference 7% or less by:				
Girls	(N=	33)	62%	55%	76%					
Low Income	(N= | 54)	64%	54%	70%	Sex	YES	NO	NO	NO	
Non-Low Income	(N=	8)	-%	-%	-%					
						Income	-	-	-	-	
Black	(N=	14)	-%	-%	-%					
Hispanic	(N= | 48)	67%	54%	73%	Ethnicity	NO	NO	-	-	
Other	(N=	1)	-%	-%	-%					
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 13)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N=	6)	-%	-%	-%					
Girls	(N=	7)	-%	-%	-%					
Low Income	(N=	13)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-	-	
						Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile				37%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N=	168)	35		50 or greater	NO	NO	NO	NO	
Boys	(N=	78)	36		Difference 7%iles or less by:					
Girls	(N=	90)	35							
Low Income	(N=	155)	36							
Non-Low Income	(N=	13)	-		Sex	YES	YES	YES	YES	
					Income	NO	YES	-	-	
Black	(N=	39)	35							
Hispanic	(N=	123)	36							
Other	(N=	6)	-		Ethnicity	YES	NO	YES	YES	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
47%	38%	12%	1%	0%	2%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		YES			
					(1990 Standard)	80% TEAMS mastery			YES		
					(1991 Standard)	85% TAAS mastery				NO	
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

PECAN SPRINGS ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA				STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance			94.9	95% or greater	YES	NO	YES	NO	
2. Average number of teacher absences			4.8	5 or fewer days	NO	YES	NO	YES	
3. TAAS: Percent Mastery		Math	Reading	Writing					
ENGLISH									
ALL	(N= 114)	62%	68%	67%	85% or greater	NO	NO	NO	NO	
Boys	(N= 49)	69%	66%	61%	Difference 7% or less by:				
Girls	(N= 64)	57%	69%	71%					
Low Income	(N= 84)	56%	64%	62%	Sex	NO	YES	YES	NO	
Non-Low Income	(N= 30)	80%	77%	80%					
					Income	NO	NO	NO	NO	
Black	(N= 89)	60%	69%	69%					
Hispanic	(N= 19)	-%	-%	-%	Ethnicity	NO	NO	-	-	
Other	(N= 6)	-%	-%	-%					
SPANISH		Math	Reading	Writing					
ALL	(N= 0)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N= 0)	-%	-%	-%					
Girls	(N= 0)	-%	-%	-%					
Low Income	(N= 0)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N= 0)	-%	-%	-%					
					Sex	-	-	-	-	
					Income	-	-	-	-	
4. ITBS Composite Achievement									
Percent in bottom quartile				38%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile ALL	(N= 313)			39	50 or greater	NO	NO	NO	NO	
Boys	(N= 160)			36	Difference 7%iles or less by:					
Girls	(N= 153)			40						
Low Income	(N= 237)			36						
Non-Low Income	(N= 76)			49	Sex	YES	NO	NO	YES	
Black	(N= 231)			35	Income	NO	NO	NO	NO	
Hispanic	(N= 58)			38						
Other	(N= 24)			60	Ethnicity	NO	YES	YES	NO	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
35%	50%	6%	6%	1%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?				(1988 Standard)	70% TEAMS mastery	YES				
				(1989 Standard)	75% TEAMS mastery		NO			
				(1990 Standard)	80% TEAMS mastery			YES		
				(1991 Standard)	85% TAAS mastery				NO	
				(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?					All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?					Standards met for 2 consecutive years.	N/A	NO	NO	NO	

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

SANCHEZ ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.6	95% or greater	YES	YES	YES	YES	
2. Average number of teacher absences				3.2	5 or fewer days	YES	YES	YES	YES	
3. TAAS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 82)	51%	60%	71%	85% or greater	NO	NO	YES	NO	
Boys	(N=	30)	38%	47%	60%	Difference 7% or less by:				
Girls	(N=	52)	58%	67%	77%					
Low Income	(N= | 64)	49%	57%	69%	Sex	YES	YES	NO	NO	
Non-Low Income	(N=	18)	-%	-%	-%					
						Income	NO	NO	NO	-	
Black	(N=	3)	-%	-%	-%					
Hispanic	(N= | 78)	51%	59%	71%	Ethnicity	-	-	-	-	
Other	(N=	1)	-%	-%	-%					
			Math	Reading	Writing					
SPANISH										
ALL	(N= | 19)	-%	-%	-%	85% or greater	YES	YES	-	-	
Boys	(N=	12)	-%	-%	-%					
Girls	(N=	7)	-%	-%	-%					
Low Income	(N=	19)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	NO	NO	-	-	
						Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile				44%		Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= | 387)	30			50 or greater	NO	NO	NO	NO	
Boys	(N= | 201)	27			Difference 7%iles or less by:					
Girls	(N= | 186)	35								
Low Income	(N= | 329)	27								
Non-Low Income	(N= | 58)	60			Sex	YES	YES	NO	NO	
						Income	NO	NO	NO	NO	
Black	(N= | 5)	-								
Hispanic	(N= | 375)	30								
Other	(N= | 7)	-			Ethnicity	-	YES	-	-	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
44%	45%	10%	0%	0%	1%						
IS THIS SCHOOL AN IMPROVING SCHOOL?						(1988 Standard) 70% TEAMS mastery	YES				
						(1989 Standard) 75% TEAMS mastery		YES			
						(1990 Standard) 80% TEAMS mastery			YES		
						(1991 Standard) 85% TAAS mastery				NO	
						(1992 Standard) 85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

90.04

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

SIMS ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				94.6	95% or greater	YES	YES	NO	NO	
2. Average number of teacher absences				6.1	5 or fewer days	NO	NO	NO	NO	
3. TAAS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 90)	48%	54%	57%	85% or greater	NO	NO	NO	NO	
Boys	(N=	36)	47%	35%	47%					
Girls	(N=	54)	48%	67%	63%	Difference 7% or less by:				
Low Income	(N= | 78)	46%	51%	55%	Sex	NO	NO	NO	NO	
Non-Low Income	(N= | 12)	-%	-%	-%	Income	YES	NO	-	-	
Black	(N= | 72)	49%	58%	63%						
Hispanic	(N= | 16)	-%	-%	-%	Ethnicity	-	NO	-	-	
Other	(N= | 2)	-%	-%	-%						
SPANISH			Math	Reading	Writing					
ALL	(N= | 0)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N= | 0)	-%	-%	-%						
Girls	(N= | 0)	-%	-%	-%						
Low Income	(N= | 0)	-%	-%	-%	Difference 7% or less by:					
Non-Low Income	(N= | 0)	-%	-%	-%						
						Sex	-	-	-	-	
						Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile					41%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= | 227)	34			50 or greater	NO	NO	NO	NO	
Boys	(N= | 108)	25								
Girls	(N= | 119)	43			Difference 7%iles or less by:					
Low Income	(N= | 201)	33								
Non-Low Income	(N= | 26)	44			Sex	YES	YES	NO	NO	
Black	(N= | 179)	40			Income	NO	NO	NO	NO	
Hispanic	(N= | 43)	24								
Other	(N= | 5)	-			Ethnicity	NO	NO	YES	NO	

5. Parent Evaluation

My child's school is an effective (excellent) school.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable
32%	41%	22%	3%	2%	1%

75% or more Agree or Strongly Agree	YES	YES	NO	NO	
IS THIS SCHOOL AN IMPROVING SCHOOL? (1988 Standard)	70% TEAMS mastery	NO			
(1989 Standard)	75% TEAMS mastery		YES		
(1990 Standard)	80% TEAMS mastery			NO	
(1991 Standard)	85% TAAS mastery				NO
(1992 Standard)	85% TAAS mastery				
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?	All of the above.	N/A	NO	NO	NO
IS THIS SCHOOL AN EFFECTIVE SCHOOL?	Standards met for 2 consecutive years.	N/A	NO	NO	NO

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

WINN ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA				STANDARD	MET? 1988	1989	1990	1991	1992
1. Student **average percent of attendance**			95.9	95% or greater	YES	YES	YES	YES	
2. Average number of **teacher absences**			5.3	5 or fewer days	NO	NO	NO	NO	
3. **TAAS**: Percent Mastery		Math	Reading	Writing					
ENGLISH									
ALL	(N= 237)	53%	59%	56%	85% or greater	NO	YES	NO	NO	
Boys	(N= 112)	50%	46%	40%	Difference 7% or less by:				
Girls	(N= 125)	55%	69%	70%					
Low Income	(N= 157)	54%	55%	54%	Sex	NO	NO	NO	NO	
Non-Low Income	(N= 80)	51%	65%	59%	Income	NO	NO	YES	NO	
Black	(N= 187)	52%	55%	52%					
Hispanic	(N= 34)	49%	62%	66%	Ethnicity	NO	YES	-	NO	
Other	(N= 15)	-%	-%	-%						
SPANISH		Math	Reading	Writing					
ALL	(N= 0)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N= 0)	-%	-%	-%					
Girls	(N= 0)	-%	-%	-%					
Low Income	(N= 0)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N= 0)	-%	-%	-%					
					Sex	-	-	-	-	
					Income	-	-	-	-	
4. **ITBS** Composite Achievement									
Percent in bottom quartile				38%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: **ALL**	(N= 541)			34	50 or greater	NO	NO	NO	NO	
Boys	(N= 255)			31	Difference 7%iles or less by:				
Girls	(N= 286)			36					
Low Income	(N= 378)			34					
Non-Low Income	(N= 163)			39	Sex	NO	YES	YES	YES	
Black	(N= 428)			33	Income	NO	NO	NO	YES	
Hispanic	(N= 88)			39						
Other	(N= 25)			59	Ethnicity	NO	NO	NO	NO	
5. **Parent Evaluation**									
My child's school is an effective (excellent) school.									
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
29%	54%	13%	3%	1%	0%						
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		NO			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery				NO	
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

EFFECTIVE SCHOOL STANDARDS REPORT 1990-91

ZAVALA ELEMENTARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

1991 DATA					STANDARD	MET? 1988	1989	1990	1991	1992
1. Student average percent of attendance				95.5	95% or greater	NO	YES	YES	YES	
2. Average number of teacher absences				3.7	5 or fewer days	YES	YES	YES	YES	
3. TAAS: Percent Mastery			Math	Reading	Writing					
ENGLISH										
ALL	(N= | 73)	57%	56%	55%	85% or greater	NO	NO	NO	NO	
Boys	(N=	28)	52%	57%	63%	Difference 7% or less by:				
Girls	(N=	45)	60%	56%	50%					
Low Income	(N= | 68)	55%	53%	54%	Sex	YES	NO	NO	NO	
Non-Low Income	(N=	5)	-%	-%	-%					
						Income	-	-	-	-	
Black	(N=	11)	-%	-%	-%					
Hispanic	(N= | 59)	58%	59%	56%	Ethnicity	NO	NO	-	-	
Other	(N=	3)	-%	-%	-%					
SPANISH			Math	Reading	Writing					
ALL	(N= | 13)	-%	-%	-%	85% or greater	-	-	-	-	
Boys	(N=	7)	-%	-%	-%					
Girls	(N=	6)	-%	-%	-%					
Low Income	(N=	13)	-%	-%	-%	Difference 7% or less by:				
Non-Low Income	(N=	0)	-%	-%	-%					
						Sex	-	-	-	-	
						Income	-	-	-	-	
4. ITBS Composite Achievement										
Percent in bottom quartile					40%	Fewer than 10%	NO	NO	NO	NO	
Median Percentile: ALL	(N= | 215)	34			50 or greater	NO	NO	NO	NO	
Boys	(N=	95)	32			Difference 7%iles or less by:				
Girls	(N=	120)	36							
Low Income	(N=	204)	33							
Non-Low Income	(N= | 11)	-			Sex	YES	YES	YES	YES	
Black	(N= | 31)	28			Income	-	-	-	-	
Hispanic	(N=	180)	34							
Other	(N= | 4)	-			Ethnicity	YES	NO	YES	YES	
5. Parent Evaluation										
My child's school is an effective (excellent) school.										
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know/Not Applicable	75% or more Agree or Strongly Agree	YES	YES	YES	YES	
50%	38%	8%	2%	1%	0%					
IS THIS SCHOOL AN IMPROVING SCHOOL?					(1988 Standard)	70% TEAMS mastery	YES				
					(1989 Standard)	75% TEAMS mastery		NO			
					(1990 Standard)	80% TEAMS mastery			NO		
					(1991 Standard)	85% TAAS mastery				NO	
					(1992 Standard)	85% TAAS mastery					
DOES THIS SCHOOL MEET THE EFFECTIVE SCHOOL STANDARDS?						All of the above.	N/A	NO	NO	NO	
IS THIS SCHOOL AN EFFECTIVE SCHOOL?						Standards met for 2 consecutive years.	N/A	NO	NO	NO	

ATTACHMENT 2-2

Priority Schools ITBS Summary

Summary median percentiles (1988 norms) are presented by grade and subject ares for 1987, 1988, 1989, 1990, and 1991 for the Priority Schools as a group. Also included are changes (by grade and subject area) from 1987 to 1988, 1988 to 1989, 1987 to 1989, 1987 to 1990, 1989 to 1990, 1987 to 1991, and 1990 to 1991.

Date: 6-25-91
ITBS Summary

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
1987, 1988, 1989, 1990, 1991 (1988 norms)

VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	31	41	42	44	43
	N	965	1049	898	811	806
SECOND	%ILE	33	35	39	37	42
	N	769	953	808	838	760

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	28	36	37	38	37
	N	958	1056	896	810	804
SECOND	%ILE	32	33	37	34	37
	N	769	952	805	841	761

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	36	46	42	41	47
	N	964	1055	892	811	808
SECOND	%ILE	44	48	51	46	55
	N	796	956	803	848	769

SPELLING

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	34	41	38	41	41
	N	950	1042	893	809	807
SECOND	%ILE	39	43	50	45	45
	N	766	950	806	840	755

WORD ANALYSIS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	38	54	53	50	51
	N	971	1053	897	814	811
SECOND	%ILE	45	47	51	50	54
	N	768	952	809	836	765

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	34	45	41	44	43
	N	940	1024	882	800	793
SECOND	%ILE	38	40	44	43	47
	N	759	937	794	822	746

CHANGE FROM 1987 (AREA) TO 1988

GRADE	1	2
Vocabulary	+11	-2
Reading Comprehension	+10	+1
Mathematics	+7	+4
Spelling	+10	+4
Word Analysis	+15	+2
Composite	+11	+2

CHANGE FROM 1988 TO 1989

GRADE	1	2
Vocabulary	+1	+4
Reading Comprehension	+1	+4
Mathematics	-4	+3
Spelling	-3	+6
Word Analysis	-1	+4
Composite	-4	+4

CHANGE FROM 1987 (AREA) TO 1989

GRADE	1	2
Vocabulary	+12	+ 6
Reading Comprehension	+11	+ 5
Mathematics	+ 3	+ 7
Spelling	+ 7	+10
Word Analysis	+14	+ 6
Composite	+ 7	+ 6

CHANGE FROM 1989 TO 1990

GRADE	1	2
Vocabulary	+1	-2
Reading Comprehension	+1	-3
Mathematics	-1	-5
Spelling	+3	-5
World Analysis	-3	-1
Composite	+3	-1

CHANGE FROM 1987 (AREA) TO 1990

GRADE	1	2
Vocabulary	+13	+4
Reading Comprehension	+10	+2
Mathematics	+ 5	+2
Spelling	+ 7	+6
Word Analysis	+12	+5
Composite	+10	+5

CHANGE FROM 1987 (AREA) TO 1991

GRADE	1	2
Vocabulary	+12	+ 9
Reading Comprehension	+ 9	+ 5
Mathematics	+11	+11
Spelling	+ 7	+ 6
Word Analysis	+13	+ 9
Composite	+ 9	+ 9

CHANGE FROM 1990 TO 1991

GRADE	1	2
Vocabulary	-1	+5
Reading Comprehension	-1	+3
Mathematics	+6	+9
Spelling	NC	NC
Word Analysis	+1	+4
Composite	-1	+4

Date: 6-25-91
ITBS SUMMARY

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 3-6 (1988 norms)
1987, 1988, 1989, 1990, 1991

90.04

VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	34	39	32	30	31
	N	759	811	803	795	796
FOURTH	%ILE	22	25	27	27	27
	N	622	724	626	657	774
FIFTH	%ILE	23	23	19	24	24
	N	603	676	664	645	772
SIXTH	%ILE	22	22	16	21	21
	N	149	157	161	165	149

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	27	37	32	29	32
	N	757	810	805	792	794
FOURTH	%ILE	18	20	27	28	28
	N	622	724	625	657	774
FIFTH	%ILE	20	17	26	28	29
	N	603	676	664	645	773
SIXTH	%ILE	19	16	20	22	25
	N	149	157	161	165	149

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	40	46	34	36	40
	N	758	816	806	783	798
FOURTH	%ILE	24	28	33	34	36
	N	620	726	626	659	774
FIFTH	%ILE	27	26	32	35	35
	N	601	685	663	640	774
SIXTH	%ILE	29	28	29	34	34
	N	149	160	161	165	148

LANGUAGE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	50	59	54	59	65
	N	751	808	801	789	787
FOURTH	%ILE	30	40	40	46	47
	N	619	719	622	653	769
FIFTH	%ILE	25	34	39	35	44
	N	602	670	660	640	766
SIXTH	%ILE	31	32	24	34	40
	N	148	157	161	165	149

WORK STUDY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	39	46	37	37	39
	N	756	803	804	790	790
FOURTH	%ILE	30	28	32	38	37
	N	620	720	624	656	768
FIFTH	%ILE	29	27	33	36	36
	N	600	675	664	636	770
SIXTH	%ILE	33	28	29	27	30
	N	149	157	162	166	148

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	37	45	38	39	42
	N	749	803	799	774	783
FOURTH	%ILE	22	30	32	33	33
	N	617	712	619	652	764
FIFTH	%ILE	26	26	28	31	31
	N	598	666	656	631	764
SIXTH	%ILE	27	25	22	26	27
	N	148	157	160	164	147

CHANGE FROM 1987 (AREA) TO 1988

GRADE	3	4	5	6
Vocabulary	- 5	+ 3	NC	NC
Reading Comprehension	+10	+ 2	-3	-3
Mathematics	+ 6	+ 4	-1	-1
Language	+ 9	+10	+9	+1
Work Study	+ 7	-2	-2	-5
Composite	+ 8	+8	NC	-2

CHANGE FROM 1987 (AREA) TO 1989

GRADE	3	4	5	6
Vocabulary	-2	+ 5	- 4	-6
Reading Comprehension	+5	+ 9	+ 6	+1
Mathematics	-6	+ 9	+ 5	NC
Language	+4	+10	+14	-7
Work Study	-2	+ 2	+ 4	-4
Composite	+1	+10	+2	-5

CHANGE FROM 1989 TO 1990

GRADE	3	4	5	6
Vocabulary	-2	NC	+5	+ 5
Reading Comprehension	-3	+1	+2	+ 2
Mathematics	+2	+1	+3	+ 5
Language	+5	+6	-4	+10
Work Study	NC	+6	+3	- 2
Composite	+1	+1	+3	+ 4

CHANGE FROM 1987 (AREA) TO 1990

GRADE	3	4	5	6
Vocabulary	-4	+ 5	+ 1	-1
Reading Comprehension	+2	+10	+ 8	+3
Mathematics	-4	+10	+ 8	+5
Language	+9	+16	+10	+3
Work Study	-2	+ 8	+ 7	-6
Composite	+2	+11	+ 5	-1

CHANGE FROM 1987 (AREA) TO 1991

GRADE	3	4	5	6
Vocabulary	- 3	+ 5	+ 1	-1
Reading Comprehension	+ 5	+10	+ 9	+6
Mathematics	NC	+12	+ 8	+5
Language	+15	+17	+19	+9
Work Study	NC	+ 7	+ 7	-3
Composite	+ 5	+11	+ 5	NC

CHANGE FROM 1990 TO 1991

GRADE	3	4	5	6
Vocabulary	+1	NC	NC	NC
Reading Comprehension	+3	NC	+1	+3
Mathematics	+4	+2	NC	NC
Language	+6	+1	+9	+6
Work Study	+2	-1	NC	+3
Composite	+3	NC	NC	+1

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Attachment 2-2
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ATTACHMENT 2-3

Priority Schools ITBS Summary by Ethnicity

This contains the summary median percentiles (1988 norms) for Blacks, Hispanics, and Others by grade and subject area. This is for the Priority Schools with data for 1987, 1988, 1989, 1990, and 1991. Also included are changes (by grade and subject area) from 1987 to 1988, 1988 to 1989, 1987 to 1989, 1987 to 1990, 1989 to 1990, 1987 to 1991, and 1990 to 1991.

Date: 6-25-91
ITBS MEDIANS,
BLACKS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
1987, 1988, 1989, 1990, 1991 (1988 norms)

90.04

VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	30	43	43	46	45
	N	414	442	395	307	355
SECOND	%ILE	31	32	35	34	34
	N	327	407	344	360	297

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	28	36	37	40	38
	N	410	449	392	308	355
SECOND	%ILE	28	28	34	33	36
	N	769	952	805	362	298

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	35	41	42	44	48
	N	412	438	390	308	355
SECOND	%ILE	39	40	45	41	43
	N	327	406	341	359	297

SPELLING

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	36	46	44	44	45
	N	950	1042	893	307	355
SECOND	%ILE	39	45	51	47	45
	N	328	407	344	361	296

WORD ANALYSIS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	38	52	50	53	51
	N	415	441	393	307	358
SECOND	%ILE	45	47	51	42	42
	N	768	952	809	360	300

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	34	43	43	46	45
	N	402	427	386	301	347
SECOND	%ILE	34	36	40	38	41
	N	324	396	339	348	290

CHANGE FROM 1987 (AREA) TO 1988

GRADE	1	2
Vocabulary	+13	+1
Reading Comprehension	+ 8	NC
Mathematics	+6	+1
Spelling	+10	+6
Word Analysis	+14	+2
Composite	+ 9	+2

CHANGE FROM 1988 TO 1989

GRADE	1	2
Vocabulary	NC	+3
Reading Comprehension	+1	+6
Mathematics	+1	+5
Spelling	-2	+6
Word Analysis	-2	+4
Composite	NC	+4

CHANGE FROM 1987 (AREA) TO 1989

GRADE	1	2
Vocabulary	+13	+ 4
Reading Comprehension	+ 9	+ 6
Mathematics	+ 7	+ 6
Spelling	+ 8	+12
Word Analysis	+12	+ 6
Composite	+ 9	+ 6

CHANGE FROM 1989 TO 1990

GRADE	1	2
Vocabulary	+3	-1
Reading Comprehension	+3	-1
Mathematics	+2	-4
Spelling	NC	-4
World Analysis	+3	-9
Composite	+3	-2

CHANGE FROM 1987 (AREA) TO 1990

GRADE	1	2
Vocabulary	+16	+3
Reading Comprehension	+12	+5
Mathematics	+ 9	+2
Spelling	+ 8	+8
Word Analysis	+15	-3
Composite	+12	+4

CHANGE FROM 1987 (AREA) TO 1991

GRADE	1	2
Vocabulary	+15	+3
Reading Comprehension	+10	+8
Mathematics	+13	+4
Spelling	+11	+6
Word Analysis	+13	-3
Composite	+11	+7

CHANGE FROM 1990 TO 1991

GRADE	1	2
Vocabulary	-1	NC
Reading Comprehension	-2	+3
Mathematics	+1	+2
Spelling	+1	-2
Word Analysis	-2	NC
Composite	-1	+3

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Date: 6-25-91
ITBS MEDIANS,
BLACKS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY FOR BLACKS, GRADES 3-6 (1988 norms)
1987, 1988, 1989, 1990, 1991

90.04

VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	33	37	31	30	30
	N	356	340	350	322	328
FOURTH	%ILE	21	21	25	25	26
	N	248	285	234	229	315
FIFTH	%ILE	23	21	19	23	24
	N	232	249	258	235	316
SIXTH	%ILE	22	15	17	25	19
	N	65	52	49	46	44

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	25	27	30	29	31
	N	355	340	351	319	327
FOURTH	%ILE	15	17	24	25	24
	N	248	285	233	229	315
FIFTH	%ILE	15	13	22	26	26
	N	232	249	258	235	317
SIXTH	%ILE	21	12	16	21	20
	N	65	52	49	46	44

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	34	39	30	28	35
	N	355	342	350	314	326
FOURTH	%ILE	18	20	33	28	25
	N	248	282	235	230	316
FIFTH	%ILE	20	21	25	28	28
	N	232	252	257	232	316
SIXTH	%ILE	26	22	23	30	27
	N	64	53	48	46	44

LANGUAGE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	47	52	52	52	61
	N	352	340	350	316	321
FOURTH	%ILE	26	36	34	40	43
	N	248	282	233	227	312
FIFTH	%ILE	32	30	35	36	39
	N	232	248	254	233	314
SIXTH	%ILE	28	26	28	37	30
	N	64	52	49	46	44

WORK STUDY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	36	42	32	33	34
	N	355	336	350	317	322
FOURTH	%ILE	24	26	32	31	29
	N	248	282	235	228	313
FIFTH	%ILE	26	20	24	31	30
	N	230	250	255	230	316
SIXTH	%ILE	25	20	21	21	20
	N	64	52	49	46	43

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	32	39	34	34	37
	N	352	336	349	307	319
FOURTH	%ILE	16	23	27	27	28
	N	246	278	230	227	311
FIFTH	%ILE	24	23	24	25	25
	N	230	245	254	228	312
SIXTH	%ILE	25	16	17	21	20
	N	64	52	48	46	43

CHANGE FROM 1987 (AREA) TO 1988

GRADE	3	4	5	6
Vocabulary	+4	NC	-2	-7
Reading Comprehension	+2	+ 2	-2	-9
Mathematics	+5	+ 2	+1	-4
Language	+5	+10	-2	-2
Work Study	+6	+2	-6	-5
Composite	+7	+7	-1	-9

CHANGE FROM 1987 (AREA) TO 1989

GRADE	3	4	5	6
Vocabulary	-2	+ 4	-4	-5
Reading Comprehension	+5	+ 9	+7	-5
Mathematics	-4	+15	+5	-3
Language	+5	+ 8	+3	NC
Work Study	-4	+ 8	-2	-4
Composite	+2	+11	NC	-8

CHANGE FROM 1989 TO 1990

GRADE	3	4	5	6
Vocabulary	-1	NC	+4	+8
Reading Comprehension	-1	+1	+4	+5
Mathematics	-2	-5	+3	+7
Language	NC	+6	+1	+9
Work Study	+1	-1	+6	NC
Composite	NC	NC	+1	+4

CHANGE FROM 1987 (AREA) TO 1990

GRADE	3	4	5	6
Vocabulary	-3	+ 4	NC	+3
Reading Comprehension	+4	+10	+11	NC
Mathematics	-6	+10	+ 8	+4
Language	NC	+ 6	+ 1	+3
Work Study	-3	+ 7	+ 5	+4
Composite	+2	+11	- 1	-4

CHANGE FROM 1987 (AREA) TO 1991

GRADE	3	4	5	6
Vocabulary	- 3	+ 5	+ 1	-3
Reading Comprehension	+ 6	+ 9	+11	-1
Mathematics	+ 1	+ 7	+ 8	+1
Language	+14	+17	+ 7	+2
Work Study	- 2	+ 5	+ 4	-5
Composite	+ 5	+12	+ 1	-5

CHANGE FROM 1990 TO 1991

GRADE	3	4	5	6
Vocabulary	NC	+1	+1	-6
Reading Comprehension	+2	-1	NC	-1
Mathematics	+7	-3	NC	-3
Language	+9	+3	+3	-7
Work Study	+1	-2	-1	-1
Composite	+3	+1	NC	-1

Attachment 2-3
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Date: 6-25-91
ITBS MEDIANS,
HISPANICS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
1987, 1988, 1989, 1990, 1991 (1988 norms)

VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	30	38	41	39	38
	N	509	547	456	465	411
SECOND	%ILE	33	35	40	37	45
	N	397	499	426	435	429

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	28	36	36	35	34
	N	505	547	457	463	409
SECOND	%ILE	33	35	40	34	37
	N	397	498	426	435	429

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	36	47	41	39	44
	N	507	557	456	466	413
SECOND	%ILE	46	54	56	50	59
	N	397	503	426	445	437

SPELLING

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	32	41	38	39	38
	N	501	539	455	463	412
SECOND	%ILE	39	42	49	42	45
	N	393	496	426	436	426

WORD ANALYSIS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	37	53	54	47	49
	N	514	552	457	468	414
SECOND	%ILE	49	51	58	56	60
	N	396	503	427	433	430

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	33	43	41	41	38
	N	497	530	450	462	407
SECOND	%ILE	40	41	50	44	50
	N	390	495	420	432	423

CHANGE FROM 1987 (AREA) TO 1988

GRADE	1	2
Vocabulary	+ 8	+2
Reading Comprehension	+ 8	+2
Mathematics	+11	+8
Spelling	+ 9	+3
Word Analysis	+16	+2
Composite	+10	+1

CHANGE FROM 1988 TO 1989

GRADE	1	2
Vocabulary	+3	+5
Reading Comprehension	NC	+5
Mathematics	-6	+2
Spelling	-3	+7
Word Analysis	+1	+7
Composite	-2	+9

CHANGE FROM 1987 (AREA) TO 1989

GRADE	1	2
Vocabulary	+11	+ 7
Reading Comprehension	+ 8	+ 7
Mathematics	+ 5	+10
Spelling	+ 6	+10
Word Analysis	+17	+ 9
Composite	+18	+10

CHANGE FROM 1989 TO 1990

GRADE	1	2
Vocabulary	-2	-3
Reading Comprehension	-1	-6
Mathematics	-2	-6
Spelling	+1	-7
World Analysis	-7	-2
Composite	NC	-6

CHANGE FROM 1987 (AREA) TO 1990

GRADE	1	2
Vocabulary	+ 9	+4
Reading Comprehension	+ 7	+1
Mathematics	+ 3	+4
Spelling	+ 7	+3
Word Analysis	+10	+7
Composite	+ 8	+4

CHANGE FROM 1987 (AREA) TO 1991

GRADE	1	2
Vocabulary	+ 8	+12
Reading Comprehension	+ 6	+ 4
Mathematics	+ 8	+13
Spelling	+ 6	+ 6
Word Analysis	+12	+11
Composite	+ 5	+10

CHANGE FROM 1990 TO 1991

GRADE	1	2
Vocabulary	-1	+8
Reading Comprehension	-1	+3
Mathematics	+5	+9
Spelling	-1	+3
Word Analysis	+2	+4
Composite	-3	+6

Date: 6-25-91
ITBS MEDIANS,
HISPANICS

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 3-6 (1988 norms)
1987, 1988, 1989, 1990, 1991

VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	32	39	31	30	31
	N	367	425	417	439	427
FOURTH	%ILE	21	25	27	27	27
	N	335	406	363	402	431
FIFTH	%ILE	23	23	19	24	23
	N	348	390	374	378	420
SIXTH	%ILE	22	24	13	19	22
	N	82	103	104	114	103

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	31	40	33	29	33
	N	366	424	418	439	426
FOURTH	%ILE	19	21	29	30	30
	N	335	406	363	402	431
FIFTH	%ILE	22	20	24	30	32
	N	348	390	374	378	420
SIXTH	%ILE	19	19	23	21	28
	N	82	103	104	114	103

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	42	49	35	41	42
	N	367	426	420	435	430
FOURTH	%ILE	25	31	38	40	43
	N	333	411	362	402	430
FIFTH	%ILE	29	31	32	39	37
	N	346	395	374	375	422
SIXTH	%ILE	19	19	24	36	37
	N	83	105	105	114	102

LANGUAGE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	50	62	56	60	66
	N	363	422	415	439	425
FOURTH	%ILE	32	42	45	47	49
	N	332	404	360	400	429
FIFTH	%ILE	34	37	40	43	48
	N	602	670	660	376	416
SIXTH	%ILE	36	35	35	35	43
	N	82	103	104	114	103

WORK STUDY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	44	52	39	40	42
	N	365	421	418	438	427
FOURTH	%ILE	31	37	38	42	41
	N	333	405	360	402	427
FIFTH	%ILE	30	30	35	39	38
	N	600	675	664	373	418
SIXTH	%ILE	36	35	30	28	34
	N	83	103	105	115	103

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	39	48	39	41	44
	N	361	421	414	434	423
FOURTH	%ILE	24	33	35	36	37
	N	332	402	360	399	425
FIFTH	%ILE	27	27	30	33	33
	N	345	384	371	371	416
SIXTH	%ILE	29	32	22	25	32
	N	82	103	104	113	102

CHANGE FROM 1987 (AREA) TO 1988

GRADE	3	4	5	6
Vocabulary	+ 7	+ 4	NC	+2
Reading Comprehension	+ 9	+ 2	-2	NC
Mathematics	+ 7	- 6	+2	NC
Language	+12	+10	+3	-1
Work Study	+ 8	+ 6	NC	-1
Composite	+ 9	+ 9	NC	+3

CHANGE FROM 1987 (AREA) TO 1989

GRADE	3	4	5	6
Vocabulary	-1	+ 6	-4	-9
Reading Comprehension	+2	+10	+2	+4
Mathematics	-7	+13	+3	+5
Language	+6	+13	+6	-1
Work Study	-5	+ 7	+5	-6
Composite	NC	+11	+3	-7

CHANGE FROM 1989 TO 1990

GRADE	3	4	5	6
Vocabulary	-1	NC	+5	+6
Reading Comprehension	-4	+1	+6	-2
Mathematics	+6	+2	+7	+12
Language	+4	+2	+3	NC
Work Study	+1	+4	+4	-2
Composite	+2	+1	+3	+3

CHANGE FROM 1987 (AREA) TO 1990

GRADE	3	4	5	6
Vocabulary	- 2	+ 6	+ 1	- 3
Reading Comprehension	+ 2	+11	+ 8	+ 2
Mathematics	- 1	+15	+10	+17
Language	+10	+15	+ 9	- 1
Work Study	- 4	+11	+ 9	- 8
Composite	+ 2	+12	+ 6	- 4

CHANGE FROM 1987 (AREA) TO 1991

GRADE	3	4	5	6
Vocabulary	- 1	+ 6	NC	NC
Reading Comprehension	+ 2	+11	+10	+ 9
Mathematics	NC	+18	+ 8	+18
Language	+16	+17	+14	+ 7
Work Study	- 2	+10	+ 8	- 2
Composite	+ 5	+13	+ 6	+ 3

CHANGE FROM 1990 TO 1991

GRADE	3	4	5	6
Vocabulary	+1	NC	-1	+3
Reading Comprehension	+4	NC	+2	+7
Mathematics	+1	+3	-2	+1
Language	+6	+2	+5	+8
Work Study	+2	-1	-1	+6
Composite	+3	+1	NC	+7

Date: 6-25-91
ITBS MEDIANS,
OTHER

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY, GRADES 1-2
1987, 1988, 1989, 1990, 1991 (1988 norms)

VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	49	57	46	63	57
	N	42	60	47	39	41
SECOND	%ILE	51	53	53	52	54
	N	45	47	36	42	34

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	39	54	45	53	47
	N	43	60	46	39	41
SECOND	%ILE	51	52	49	47	56
	N	45	47	36	43	34

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	60	61	50	71	68
	N	45	60	46	37	41
SECOND	%ILE	55	58	56	56	69
	N	45	47	36	43	35

SPELLING

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	39	63	46	48	51
	N	43	59	47	39	41
SECOND	%ILE	46	40	56	56	48
	N	45	47	36	42	33

WORD ANALYSIS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	72	71	62	77	77
	N	42	60	47	39	40
SECOND	%ILE	61	59	53	62	63
	N	45	46	36	42	35

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
FIRST	%ILE	60	70	55	67	56
	N	41	57	46	37	40
SECOND	%ILE	52	52	55	50	58
	N	45	46	35	41	33

CHANGE FROM 1987 (AREA) TO 1988

GRADE	1	2
Vocabulary	+ 8	+2
Reading Comprehension	+15	+1
Mathematics	+1	+3
Spelling	+24	-6
Word Analysis	- 1	-2
Composite	+10	NC

CHANGE FROM 1988 TO 1989

GRADE	1	2
Vocabulary	-11	NC
Reading Comprehension	-9	- 3
Mathematics	-11	- 2
Spelling	-17	+16
Word Analysis	-9	- 6
Composite	-15	+3

CHANGE FROM 1987 (AREA) TO 1989

GRADE	1	2
Vocabulary	- 3	+ 2
Reading Comprehension	+ 6	- 2
Mathematics	-10	+ 1
Spelling	+ 7	+10
Word Analysis	+10	+ 8
Composite	- 5	+ 3

CHANGE FROM 1989 TO 1990

GRADE	1	2
Vocabulary	+27	-1
Reading Comprehension	+ 8	-2
Mathematics	+21	NC
Spelling	+ 2	NC
World Analysis	+15	+9
Composite	+12	-5

CHANGE FROM 1987 (AREA) TO 1990

GRADE	1	2
Vocabulary	+24	+ 1
Reading Comprehension	+14	- 4
Mathematics	+21	+ 1
Spelling	+ 9	+10
Word Analysis	+ 5	+ 1
Composite	+ 7	- 2

CHANGE FROM 1987 (AREA) TO 1991

GRADE	1	2
Vocabulary	+ 8	+ 3
Reading Comprehension	+ 8	+ 5
Mathematics	+ 8	+14
Spelling	+12	+ 2
Word Analysis	+ 5	+ 2
Composite	- 4	+ 6

CHANGE FROM 1990 TO 1991

GRADE	1	2
Vocabulary	- 6	+ 2
Reading Comprehension	- 6	+ 9
Mathematids	- 3	+13
Spelling	+ 3	- 8
Word Analysis	NC	+ 1
Composite	-11	+ 8

Date: 6-25-91
ITBS MEDIANS,
OTHER

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS ITBS SUMMARY FOR OTHER, GRADES 3-6 (1988 norms)
1987, 1988, 1989, 1990, 1991

90.04

VOCABULARY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	56	57	63	49	42
	N	36	46	36	34	41
FOURTH	%ILE	46	50	46	49	49
	N	39	33	29	26	28
FIFTH	%ILE	35	39	39	30	50
	N	23	37	32	32	36
SIXTH	%ILE	--	--	34	78	--
	N	--	--	8	5	--

READING COMPREHENSION

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	50	25	57	49	42
	N	36	46	36	34	41
FOURTH	%ILE	35	45	36	36	55
	N	39	33	29	26	28
FIFTH	%ILE	47	37	40	39	57
	N	23	37	32	32	36
SIXTH	%ILE	--	--	32	63	--
	N	--	--	8	5	--

MATHEMATICS

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	57	53	49	55	59
	N	36	48	36	34	42
FOURTH	%ILE	37	38	38	32	43
	N	39	33	29	27	28
FIFTH	%ILE	49	45	44	39	45
	N	23	38	32	33	36
SIXTH	%ILE	--	--	52	68	--
	N	--	--	8	5	--

LANGUAGE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	62	67	65	71	74
	N	36	46	36	34	41
FOURTH	%ILE	60	56	43	54	61
	N	39	33	29	26	28
FIFTH	%ILE	34	37	40	48	55
	N	23	37	31	32	36
SIXTH	%ILE	--	--	48	68	--
	N	--	--	8	5	--

WORK STUDY

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	57	54	56	53	58
	N	36	46	36	35	41
FOURTH	%ILE	52	56	33	40	51
	N	39	33	29	26	28
FIFTH	%ILE	30	30	35	42	58
	N	23	37	32	33	36
SIXTH	%ILE	--	--	42	72	--
	N	--	--	8	5	--

COMPOSITE

GRADE		1987 Stu	1988 Stu	1989 Stu	1990 Stu	1991 Stu
THIRD	%ILE	52	58	63	59	56
	N	36	46	36	33	41
FOURTH	%ILE	52	50	39	41	54
	N	39	32	29	26	28
FIFTH	%ILE	27	27	30	37	51
	N	23	37	31	32	36
SIXTH	%ILE	--	--	44	71	--
	N	--	--	8	5	--

CHANGE FROM 1987 (AREA) TO 1988

GRADE	3	4	5	6
Vocabulary	+ 1	+ 4	+ 4	-
Reading Comprehension	-25	+10	-10	-
Mathematics	- 4	+ 1	- 4	-
Language	+ 5	- 4	+ 3	NC
Work Study	- 3	+ 4	NC	-
Composite	+ 6	- 2	NC	-

CHANGE FROM 1987 (AREA) TO 1989

GRADE	3	4	5	6
Vocabulary	+ 7	NC	+4	-
Reading Comprehension	+ 7	+ 1	-7	-
Mathematics	- 8	+ 1	-5	-
Language	+ 3	-17	+ 6	-
Work Study	- 1	-19	+5	-
Composite	+11	-13	+3	-

CHANGE FROM 1989 TO 1990

GRADE	3	4	5	6
Vocabulary	-14	+3	-9	+44
Reading Comprehension	- 8	NC	-1	+31
Mathematics	+ 6	-6	-5	+16
Language	+ 6	+11	+8	+20
Work Study	-3	+7	+7	+30
Composite	- 4	+ 2	+7	+27

CHANGE FROM 1987 (AREA) TO 1990

GRADE	3	4	5	6
Vocabulary	-7	+3	- 5	-
Reading Comprehension	-1	+1	- 8	-
Mathematics	-2	- 5	-10	-
Language	+9	- 6	+14	-
Work Study	-4	-12	+12	-
Composite	+7	-11	+10	-

CHANGE FROM 1987 (AREA) TO 1991

GRADE	3	4	5	6
Vocabulary	-14	+ 3	+15	-
Reading Comprehension	- 8	+20	+10	-
Mathematics	+ 2	+ 6	- 4	-
Language	+12	+ 1	+21	-
Work Study	+ 1	- 1	+28	-
Composite	+ 4	+2	+24	-

CHANGE FROM 1990 TO 1991

GRADE	3	4	5	6
Vocabulary	-7	NC	+20	-
Reading Comprehension	-7	+19	+18	-
Mathematics	+4	+11	+ 6	-
Language	+3	+ 7	+ 7	-
Work Study	+5	+11	+16	-
Composite	-3	+13	+14	-

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Attachment 2-3
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ATTACHMENT 2-4

Priority Schools ITBS Summary by School

This achievement data (ITBS, 1988 norms) is presented for the 16 Priority Schools in terms of median percentiles for each subtest and grade. Figures are included for 1987, 1988, 1989, 1990, and 1991.

Date: 6-21-91
Grade: First

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990, 1991

SCHOOL		VOCABULARY					READING COMPREHENSION					MATHEMATICS				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	14	39	39	41	33	17	34	34	35	22	30	49	41	33	29
	N	77	52	33	36	35	72	52	33	36	34	75	52	52	36	35
ALLISON	%ILE	21	24	25	33	24	19	32	27	37	25	26	41	41	34	39
	N	96	94	73	83	61	94	94	73	83	61	95	94	72	80	61
BECKER	%ILE	25	44	59	64	74	26	38	54	41	59	37	44	66	80	84
	N	95	98	56	36	42	95	98	56	36	42	95	98	56	37	42
BLACKSHEAR	%ILE	17	57	21	45	56	13	46	19	40	47	33	67	32	35	62
	N	72	69	48	32	38	72	68	48	32	38	72	68	48	33	38
BROOKE	%ILE	24	29	34	22	19	27	31	21	16	15	29	39	28	29	31
	N	69	77	46	44	37	63	76	49	44	37	68	77	80	44	37
CAMPBELL	%ILE	29	30	38	65	46	21	33	29	54	35	32	34	38	42	60
	N	49	38	44	42	30	47	38	44	42	29	48	38	44	41	30
GOVALLE	%ILE	41	54	60	64	65	33	48	54	59	54	38	49	38	68	61
	N	93	77	80	67	69	86	77	81	67	71	89	77	80	67	71
METZ	%ILE	32	61	59	41	46	30	43	44	22	46	41	57	55	35	47
	N	68	45	68	69	48	56	45	68	69	48	64	46	66	69	49
NORMAN	%ILE	33	50	63	41	59	31	45	57	40	44	38	57	43	41	64
	N	54	45	44	42	39	53	45	44	42	39	55	45	44	41	38
OAK SPRINGS	%ILE	43	35	21	32	24	38	40	27	24	20	43	52	30	28	34
	N	33	30	29	47	51	32	30	29	47	51	35	32	29	48	51
ORTEGA	%ILE	30	43	46	41	23	24	46	47	35	27	32	39	32	36	28
	N	57	39	25	23	30	56	40	25	23	30	57	39	25	23	30
PECAN SPRINGS	%ILE	44	21	47	38	40	38	32	42	38	36	41	31	45	54	36
	N	64	75	73	56	72	64	76	73	56	71	65	71	72	56	73
SANCHEZ	%ILE	24	44	26	47	31	29	44	26	39	30	35	52	31	50	46
	N	76	62	45	44	58	56	63	45	44	58	77	67	46	43	58
SIMS	%ILE	24	43	37	25	54	25	36	29	20	41	35	51	42	36	54
	N	59	64	61	39	45	59	64	60	40	45	58	63	59	40	45
WINN	%ILE	29	49	47	54	49	27	32	40	44	39	32	46	50	57	53
	N	148	115	116	98	109	148	120	115	97	112	146	118	114	97	110
ZAVALA	%ILE	23	28	26	33	22	23	28	28	43	29	33	32	35	28	28
	N	55	70	57	53	42	53	71	56	52	38	55	71	58	53	40

Date: 6-21-91
Grade: First

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990, 1991

SCHOOL		SPELLING					WORD ANALYSIS					COMPOSITE				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	28	42	39	30	39	23	43	51	56	43	21	43	36	41	33
	N	68	51	33	36	34	75	52	33	36	35	67	51	33	36	34
ALLISON	%ILE	24	36	35	36	38	20	37	39	41	34	25	35	32	38	34
	N	92	93	73	83	61	96	94	73	83	62	91	91	72	83	61
BECKER	%ILE	33	43	64	49	63	34	55	68	65	81	32	46	66	58	75
	N	92	98	56	36	42	95	98	56	36	42	91	98	56	36	42
BLACKSHEAR	%ILE	32	65	29	52	55	29	60	31	53	66	23	67	22	40	58
	N	71	67	48	32	38	73	69	47	32	38	69	66	47	32	38
BROOKE	%ILE	31	40	22	31	33	25	49	32	27	32	23	35	38	21	24
	N	63	77	46	44	37	67	77	46	45	38	63	76	46	44	37
CAMPBELL	%ILE	35	43	44	61	45	26	49	53	63	39	30	36	38	60	48
	N	47	38	44	42	29	49	38	44	42	30	46	38	44	41	29
GOVALLE	%ILE	32	52	60	66	59	37	58	63	69	67	38	56	62	64	63
	N	93	76	79	67	71	95	77	80	67	68	81	70	76	67	68
METZ	%ILE	36	69	56	31	43	32	72	73	43	76	33	71	61	34	53
	N	55	45	67	69	48	68	44	69	69	48	55	44	66	69	48
NORMAN	%ILE	37	57	44	42	54	50	68	60	49	52	37	50	52	43	55
	N	53	45	44	42	39	55	45	44	43	39	53	45	44	38	38
OAK SPRINGS	%ILE	41	66	41	38	39	37	51	38	55	35	43	61	27	39	28
	N	32	29	29	47	51	34	30	29	47	51	32	29	29	47	51
ORTEGA	%ILE	30	43	42	41	26	36	57	54	67	38	33	46	43	44	28
	N	55	40	25	23	30	57	39	25	23	30	55	39	25	23	30
PECAN SPRINGS	%ILE	43	38	36	30	42	55	51	51	48	33	44	40	43	40	30
	N	64	76	72	55	71	64	74	73	56	72	62	69	71	55	70
SANCHEZ	%ILE	39	47	36	37	28	23	55	47	53	35	34	51	29	46	29
	N	54	56	45	44	58	75	68	45	44	58	54	56	45	43	58
SIMS	%ILE	29	40	40	26	45	36	56	50	31	69	27	41	38	25	50
	N	59	64	60	40	45	59	63	61	39	45	52	63	59	38	45
WINN	%ILE	35	40	47	51	43	39	55	59	63	59	35	46	50	60	48
	N	146	118	115	97	111	149	115	115	98	112	146	113	113	96	108
ZAVALA	%ILE	31	32	46	47	33	30	33	45	42	26	28	30	36	39	23
	N	55	70	57	52	41	60	71	57	54	44	50	69	56	52	36

Date: 6-21-91
Grade: Second

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990, 1991

SCHOOL		VOCABULARY					READING COMPREHENSION					MATHEMATICS				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	25	35	37	29	43	33	27	36	25	43	45	47	47	48	57
	N	47	60	51	44	40	44	60	51	44	40	46	61	50	44	41
ALLISON	%ILE	33	46	31	28	28	36	42	35	30	31	53	68	60	46	50
	N	81	70	68	63	75	81	70	68	64	75	80	70	69	67	76
BECKER	%ILE	38	34	49	50	31	29	36	40	43	30	48	59	59	69	60
	N	78	92	58	47	35	78	92	58	47	35	79	94	58	47	37
BLACKSHEAR	%ILE	25	18	31	36	27	21	18	30	25	20	40	32	53	37	36
	N	63	50	45	46	26	64	49	45	46	26	65	51	46	49	26
BROOKE	%ILE	21	30	53	70	58	26	37	36	35	34	45	53	58	56	61
	N	33	44	49	33	38	34	44	49	33	38	35	46	49	33	38
CAMPBELL	%ILE	21	16	53	54	34	21	29	27	41	40	39	53	47	66	43
	N	36	28	37	37	43	33	28	33	37	43	36	28	33	37	43
GOVALLE	%ILE	42	89	33	54	81	33	54	30	38	45	50	77	31	43	62
	N	78	85	66	75	71	77	84	67	74	73	78	83	67	75	72
METZ	%ILE	24	37	43	32	31	27	37	51	35	28	31	49	47	53	55
	N	56	53	30	67	50	51	53	30	67	50	57	54	30	68	50
NORMAN	%ILE	29	47	45	22	33	34	47	40	30	33	35	51	60	47	41
	N	25	49	32	42	33	25	49	31	41	33	25	49	32	41	34
OAK SPRINGS	%ILE	30	50	23	32	38	26	44	25	33	37	42	68	51	42	69
	N	36	24	23	51	51	35	24	23	51	50	34	24	23	51	51
ORTEGA	%ILE	31	24	56	39	75	29	35	57	37	64	50	48	69	50	67
	N	45	41	35	23	22	45	41	35	24	22	45	41	35	24	23
PECAN SPRINGS	%ILE	33	38	47	22	30	35	29	45	29	32	35	39	51	39	39
	N	61	68	58	64	63	61	69	57	64	63	63	69	57	66	63
SANCHEZ	%ILE	21	31	50	57	49	17	28	52	37	42	43	48	58	47	51
	N	49	63	54	34	44	48	64	54	34	44	49	63	53	37	44
SIMS	%ILE	25	18	36	36	44	22	20	38	40	28	32	39	42	36	45
	N	55	47	62	55	36	54	47	62	55	36	55	47	62	56	36
WINN	%ILE	34	34	27	33	33	29	26	32	29	36	33	38	42	39	40
	N	109	136	88	113	97	109	135	90	116	97	112	132	87	109	97
ZAVALA	%ILE	19	19	27	36	69	31	23	32	32	63	37	35	46	61	82
	N	40	44	54	44	36	38	44	54	44	36	42	45	54	44	38

Date: 6-21-91
Grade: Second

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990, 1991

SCHOOL		SPELLING					WORD ANALYSIS					COMPOSITE				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	36	34	47	28	51	33	33	39	43	62	36	35	41	32	48
	N	42	60	51	44	40	47	60	51	44	40	41	59	50	44	40
ALLISON	%ILE	53	52	46	40	43	48	64	60	58	58	47	52	48	39	46
	N	81	70	68	64	72	81	71	68	63	75	80	70	68	63	72
BECKER	%ILE	32	28	53	59	25	62	50	63	68	34	43	41	54	57	36
	N	78	92	58	47	36	78	92	58	47	36	77	92	58	47	35
BLACKSHEAR	%ILE	31	21	51	43	28	32	36	45	42	42	31	23	44	30	32
	N	64	41	45	46	26	65	50	45	46	26	62	49	45	46	26
BROOKE	%ILE	25	41	58	71	61	45	46	70	78	73	29	43	62	72	59
	N	33	44	49	33	38	33	47	49	33	38	32	44	49	33	38
CAMPBELL	%ILE	32	59	30	49	33	35	28	43	27	33	26	33	36	51	57
	N	33	28	33	36	42	34	28	37	37	43	32	28	33	36	41
GOVALLE	%ILE	43	73	38	55	54	53	67	49	53	68	41	78	37	53	66
	N	77	84	67	75	72	77	85	65	74	71	77	82	65	74	67
METZ	%ILE	36	55	51	36	26	36	55	73	59	55	30	42	53	42	37
	N	48	53	30	67	50	51	53	30	67	50	48	53	30	67	50
NORMAN	%ILE	35	50	58	43	55	31	58	39	37	48	28	47	46	39	41
	N	25	49	31	40	33	25	49	32	43	33	25	49	31	37	33
OAK SPRINGS	%ILE	28	81	47	49	58	34	62	60	62	65	38	65	43	51	54
	N	36	24	23	51	50	36	24	23	51	51	34	24	23	51	50
ORTEGA	%ILE	30	40	63	65	70	44	56	79	66	81	38	41	71	59	73
	N	45	41	35	24	22	45	41	35	22	22	45	41	35	22	22
PECAN SPRINGS	%ILE	41	37	50	37	41	40	45	45	40	51	35	35	49	32	39
	N	61	69	57	64	63	61	66	58	64	63	60	65	55	64	73
SANCHEZ	%ILE	27	42	59	52	49	35	44	45	66	43	23	34	52	54	51
	N	44	62	54	34	44	48	62	55	34	44	44	61	52	34	44
SIMS	%ILE	30	28	51	49	51	39	35	52	38	48	28	26	42	37	43
	N	54	47	62	55	36	55	46	62	54	36	54	46	62	54	36
WINN	%ILE	43	40	52	43	42	37	35	36	42	38	35	37	39	39	39
	N	109	135	89	116	96	109	135	87	113	98	108	131	86	106	94
ZAVALA	%ILE	29	23	32	38	58	43	28	40	59	81	28	24	34	43	73
	N	37	44	54	44	35	42	44	54	44	38	37	44	54	44	35

Date: 6-21-91
Grade: Third

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990, 1991

SCHOOL		VOCABULARY					READING COMPREHENSION					MATHEMATICS				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	26	38	29	30	28	21	40	37	28	26	31	54	36	41	40
	N	41	43	52	42	46	39	46	53	42	46	40	46	53	42	48
ALLISON	%ILE	31	43	38	30	30	37	43	34	35	29	44	50	40	37	40
	N	67	78	68	69	65	68	78	68	69	64	69	78	69	69	64
BECKER	%ILE	34	41	41	33	40	31	32	33	34	38	49	58	37	49	46
	N	59	70	50	55	45	57	70	50	55	45	57	70	50	55	45
BLACKSHEAR	%ILE	24	34	28	30	43	26	24	27	42	40	34	38	28	50	59
	N	49	49	51	39	30	48	49	51	39	30	48	50	51	39	30
BROOKE	%ILE	22	37	28	33	31	18	40	33	27	34	38	31	34	46	48
	N	39	33	31	45	40	37	33	31	45	40	37	35	31	45	40
CAMPBELL	%ILE	39	36	31	20	26	25	25	32	26	31	40	35	43	33	43
	N	32	28	23	33	31	32	28	23	33	31	32	28	23	32	31
GOVALLE	%ILE	25	53	34	32	34	20	50	33	38	38	29	56	30	21	37
	N	82	76	87	45	78	82	76	86	45	78	81	76	88	44	78
METZ	%ILE	26	44	37	26	34	28	44	42	31	37	29	50	42	49	53
	N	53	38	42	40	44	53	38	43	40	44	53	38	43	40	44
NORMAN	%ILE	30	40	43	26	30	22	28	38	24	36	31	42	41	23	47
	N	49	29	40	41	39	49	29	40	40	39	49	29	40	38	39
OAK SPRINGS	%ILE	32	37	23	24	21	21	46	31	25	27	26	53	37	19	37
	N	37	29	22	41	47	35	29	22	39	47	35	29	22	39	47
ORTEGA	%ILE	38	37	20	26	43	33	28	24	32	41	57	48	25	39	45
	N	40	39	37	28	20	39	39	37	28	20	40	39	35	28	20
PECAN SPRINGS	%ILE	36	43	30	31	31	34	49	32	33	35	51	48	28	34	45
	N	57	67	56	56	64	57	67	57	56	64	59	67	57	55	64
SANCHEZ	%ILE	29	38	34	57	26	34	31	31	34	24	35	51	42	48	24
	N	57	39	36	60	42	50	39	36	60	41	56	40	37	60	43
SIMS	%ILE	24	36	19	28	37	24	27	19	31	31	35	41	20	23	30
	N	57	42	45	52	49	56	42	45	52	49	56	42	45	52	49
WINN	%ILE	38	34	33	34	32	26	25	34	31	27	35	28	35	32	29
	N	111	111	125	86	109	112	111	125	86	112	114	113	125	84	110
ZAVALA	%ILE	19	39	29	20	22	18	34	22	19	25	34	41	36	26	48
	N	58	37	37	50	41	54	37	37	50	41	55	37	37	50	41

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SCHOOL		LANGUAGE					WORK STUDY					COMPOSITE				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	40	65	35	61	59	29	52	37	44	43	38	37	38	41	39
	N	37	46	53	42	46	37	46	52	42	46	41	59	50	42	46
ALLISON	%ILE	50	65	40	60	56	41	49	42	44	37	50	54	52	44	37
	N	68	78	68	69	65	67	78	68	69	65	80	70	68	69	63
BECKER	%ILE	56	56	38	72	66	37	44	40	49	44	46	44	55	48	50
	N	56	70	50	55	43	54	70	50	55	45	77	92	58	55	43
BLACKSHEAR	%ILE	45	56	31	51	72	30	34	34	42	52	33	24	46	43	51
	N	47	49	51	39	30	47	47	51	39	30	62	49	45	39	30
BROOKE	%ILE	40	50	34	55	63	31	33	37	34	40	31	46	64	39	42
	N	32	33	31	44	40	31	33	31	45	40	32	44	49	45	40
CAMPBELL	%ILE	48	49	31	58	53	39	35	33	29	31	27	35	38	32	35
	N	32	28	23	32	31	32	28	23	32	31	32	28	33	31	31
GOVALLE	%ILE	41	72	36	61	74	24	61	37	35	43	44	81	38	34	47
	N	81	76	88	45	77	81	76	87	45	78	77	82	65	44	77
METZ	%ILE	42	66	37	67	75	32	52	45	41	49	32	45	53	45	50
	N	53	38	43	40	44	52	38	42	40	44	48	53	30	40	44
NORMAN	%ILE	41	55	45	43	66	30	43	47	31	42	29	50	47	31	42
	N	48	29	40	40	39	48	29	40	40	39	25	49	31	37	39
OAK SPRINGS	%ILE	45	65	36	59	65	30	52	38	25	30	40	68	41	28	36
	N	33	38	22	40	47	33	29	22	40	47	34	24	23	37	47
ORTEGA	%ILE	57	65	30	63	73	43	44	30	47	46	40	43	72	42	48
	N	39	38	35	28	20	39	38	35	28	20	45	41	35	28	20
PECAN SPRINGS	%ILE	57	67	35	69	72	40	55	38	37	43	37	37	51	46	48
	N	57	67	57	55	63	57	66	57	56	63	60	65	55	54	63
SANCHEZ	%ILE	56	61	40	74	59	47	41	43	43	25	24	36	53	51	31
	N	48	39	36	60	41	48	39	35	60	42	44	61	52	60	41
SIMS	%ILE	45	52	16	49	65	31	40	15	34	38	30	27	45	29	41
	N	56	42	45	52	49	56	42	45	52	49	54	46	62	52	49
WINN	%ILE	47	49	36	53	54	39	33	37	35	32	37	39	41	41	34
	N	111	110	125	85	111	111	108	125	84	110	108	131	86	80	108
ZAVALA	%ILE	39	52	35	37	59	28	39	30	24	32	30	25	36	20	34
	N	51	37	37	50	41	51	37	36	50	41	37	44	54	50	41

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SCHOOL		VOCABULARY					READING COMPREHENSION					MATHEMATICS				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	20	26	28	25	27	14	21	24	26	29	17	32	30	29	32
	N	57	36	44	48	39	57	36	44	48	38	57	36	43	48	39
ALLISON	%ILE	17	27	25	29	27	14	23	33	32	36	12	30	38	43	47
	N	62	64	63	63	76	62	64	63	63	76	62	63	63	64	76
BECKER	%ILE	33	27	29	35	29	28	21	32	34	32	40	35	58	35	39
	N	68	54	32	44	54	68	54	32	44	54	70	55	32	45	54
BLACKSHEAR	%ILE	12	25	23	18	24	9	16	23	20	23	10	28	28	29	43
	N	49	39	42	53	40	49	39	41	53	40	50	40	42	52	40
BROOKE	%ILE	15	21	25	29	28	22	20	36	34	28	24	29	32	44	47
	N	29	35	24	29	39	29	35	24	29	39	29	36	24	29	39
CAMPBELL	%ILE	19	23	18	25	21	14	13	23	28	22	15	20	28	26	35
	N	47	30	27	25	31	47	30	27	25	31	47	30	27	25	31
GOVALLE	%ILE	13	22	32	29	23	12	20	32	35	22	15	15	34	37	32
	N	56	80	72	66	59	56	80	72	66	59	57	79	74	66	57
METZ	%ILE	19	27	33	30	25	19	28	29	35	31	20	44	38	44	44
	N	40	45	49	46	29	40	45	49	46	29	41	45	49	46	29
NORMAN	%ILE	33	19	30	42	33	20	10	21	36	26	30	7	22	31	25
	N	41	44	22	39	35	41	44	22	39	35	41	43	22	39	35
OAK SPRINGS	%ILE	17	38	23	24	33	13	22	21	25	27	23	32	23	41	39
	N	35	29	28	41	45	35	29	28	41	45	34	29	28	41	45
ORTEGA	%ILE	20	33	19	19	25	23	21	24	23	40	31	46	37	25	37
	N	39	37	33	33	26	39	37	33	33	26	40	37	33	33	26
PECAN SPRINGS	%ILE	26	36	40	30	37	16	28	33	34	33	19	28	27	30	31
	N	52	61	58	50	55	52	61	58	50	55	52	62	58	50	54
SANCHEZ	%ILE	20	32	28	31	36	14	20	26	24	34	18	38	32	38	43
	N	48	61	47	36	64	48	61	47	36	64	48	61	47	36	64
SIMS	%ILE	13	16	26	22	27	10	13	25	21	22	10	12	27	23	24
	N	45	54	42	47	52	45	54	42	47	52	46	54	42	47	52
WINN	%ILE					25					24					21
	N					115					115					115
ZAVALA	%ILE	15	17	17	17	18	15	15	23	23	28	18	17	38	49	31
	N	58	55	43	32	45	58	55	43	32	45	57	56	42	32	45

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SCHOOL		LANGUAGE					WORK STUDY					COMPOSITE				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	34	44	38	37	48	30	33	30	34	35	21	35	26	27	35
	N	57	36	43	48	38	57	36	43	48	39	56	36	43	48	38
ALLISON	%ILE	26	44	52	50	49	22	36	45	50	50	16	32	42	41	39
	N	61	64	63	63	76	61	65	63	63	76	61	62	63	63	76
BECKER	%ILE	48	50	56	50	58	43	36	44	46	42	38	35	45	39	40
	N	68	54	32	44	54	68	53	32	44	54	68	53	32	44	54
BLACKSHEAR	%ILE	12	40	38	35	63	16	32	31	29	49	8	31	26	24	35
	N	48	39	42	53	40	49	38	42	53	40	48	38	41	52	40
BROOKE	%ILE	34	41	31	42	41	35	36	36	44	36	30	30	27	33	32
	N	29	35	24	28	39	29	35	24	29	39	29	35	24	28	39
CAMPBELL	%ILE	18	38	28	34	34	24	23	31	23	32	13	22	21	21	29
	N	47	30	27	25	31	47	30	27	25	31	47	30	27	25	31
GOVALLE	%ILE	16	36	44	50	45	17	24	33	44	34	11	21	37	37	28
	N	56	77	71	66	57	57	79	72	66	56	56	76	70	66	56
METZ	%ILE	30	56	51	54	60	32	51	37	50	48	24	40	39	47	39
	N	40	45	49	45	29	40	45	49	46	29	40	45	49	45	29
NORMAN	%ILE	35	23	34	53	40	29	22	32	46	31	30	12	28	41	28
	N	41	44	22	39	35	40	44	22	39	35	40	43	22	39	35
OAK SPRINGS	%ILE	28	52	32	54	58	23	33	26	41	38	15	36	20	34	35
	N	35	29	28	41	44	35	29	28	41	45	34	29	28	41	44
ORTEGA	%ILE	30	68	47	44	48	38	46	44	30	43	28	51	32	26	35
	N	38	36	33	33	26	38	36	33	33	26	37	36	33	33	26
PECAN SPRINGS	%ILE	20	39	41	54	56	23	42	32	35	40	18	33	34	34	44
	N	52	61	57	50	55	52	60	58	50	53	50	60	57	50	52
SANCHEZ	%ILE	33	46	47	52	61	27	42	31	45	41	21	37	29	36	42
	N	48	60	47	36	64	48	61	47	36	64	48	60	47	36	64
SIMS	%ILE	17	25	36	23	31	19	18	24	22	19	11	18	26	18	24
	N	44	54	42	47	52	44	54	42	47	52	44	54	42	47	52
WINN	%ILE					39					29					27
	N					84					85					84
ZAVALA	%ILE	25	22	35	42	32	30	22	27	40	24	18	14	27	33	21
	N	57	55	42	32	45	58	55	42	32	44	56	55	41	32	44

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SCHOOL		VOCABULARY					READING COMPREHENSION					MATHEMATICS				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	17	21	19	24	21	17	14	32	30	23	20	24	32	37	26
	N	51	47	39	46	49	51	47	39	46	49	51	47	39	46	49
ALLISON	%ILE	20	27	24	26	22	12	18	36	40	36	20	26	45	40	41
	N	63	58	50	64	66	63	58	50	64	66	63	59	49	64	67
BECKER	%ILE	27	27	45	24	23	24	21	34	24	40	41	37	61	40	42
	N	60	61	35	33	39	60	61	35	33	39	60	61	35	33	39
BLACKSHEAR	%ILE	20	11	25	17	21	13	8	21	18	25	15	17	24	23	30
	N	39	46	43	47	47	39	46	43	47	47	39	46	43	47	47
BROOKE	%ILE	20	27	16	32	22	19	24	25	38	38	12	36	45	50	54
	N	31	36	31	22	37	31	36	31	22	37	30	37	31	21	37
CAMPBELL	%ILE	21	20	18	21	20	13	14	16	18	23	19	26	25	27	44
	N	33	38	28	32	29	33	38	28	32	29	33	39	28	32	29
GOVALLE	%ILE	20	20	19	27	24	13	16	24	30	30	21	19	17	28	20
	N	64	51	66	61	73	63	51	66	61	73	63	50	67	61	74
METZ	%ILE	21	28	19	32	26	17	25	30	27	38	26	46	36	35	40
	N	58	40	44	43	32	59	40	44	43	32	59	41	44	43	32
NORMAN	%ILE	26	24	17	26	41	23	19	19	39	41	33	26	12	35	41
	N	39	39	37	28	43	39	39	37	28	43	39	40	37	27	43
OAK SPRINGS	%ILE	21	24	18	20	19	15	13	24	17	29	19	18	29	27	26
	N	24	27	30	37	44	23	27	30	37	44	24	27	30	38	43
ORTEGA	%ILE	20	19	25	24	27	20	29	35	31	24	20	37	47	43	34
	N	42	35	41	30	34	41	35	41	30	34	41	37	41	30	34
PECAN SPRINGS	%ILE	24	30	31	33	24	16	22	37	37	27	19	25	40	37	32
	N	50	57	66	59	49	50	57	66	59	50	51	58	66	59	50
SANCHEZ	%ILE	20	29	22	26	28	20	20	32	36	32	19	42	46	56	47
	N	27	42	50	43	36	27	42	50	43	36	28	42	49	43	36
SIMS	%ILE	21	19	13	21	19	15	12	12	26	19	19	20	14	35	34
	N	56	40	54	38	36	56	40	54	38	36	56	41	53	38	36
WINN	%ILE					26					27					24
	N					123					123					122
ZAVALA	%ILE	24	20	18	17	23	22	22	23	23	26	19	20	29	30	49
	N	38	60	50	48	35	38	60	50	48	35	38	61	51	48	35

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SCHOOL		LANGUAGE					WORK STUDY					COMPOSITE				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE	33	37	31	39	37	18	24	35	36	29	20	22	27	33	25
	N	51	47	39	46	49	51	47	39	46	49	50	47	39	46	49
ALLISON	%ILE	30	35	47	50	50	28	30	45	51	43	23	26	40	43	36
	N	62	58	50	64	65	62	59	50	64	65	60	58	49	64	65
BECKER	%ILE	33	42	53	44	51	35	36	50	46	44	32	32	57	33	41
	N	60	61	35	33	39	59	61	35	33	39	59	61	35	33	39
BLACKSHEAR	%ILE	21	19	37	30	43	24	12	33	20	32	22	9	25	18	23
	N	38	44	42	47	47	38	46	43	47	47	38	43	42	47	47
BROOKE	%ILE	27	47	37	47	51	28	32	33	46	48	19	32	29	43	42
	N	31	36	31	22	36	31	36	31	22	37	30	36	31	21	36
CAMPBELL	%ILE	28	29	32	35	49	19	18	22	37	35	24	20	21	26	26
	N	33	38	28	32	29	33	39	28	32	29	33	38	28	32	29
GOVALLE	%ILE	39	27	30	46	45	21	18	23	37	31	23	20	21	34	29
	N	63	50	63	61	72	64	50	65	61	73	62	48	63	61	72
METZ	%ILE	32	39	44	42	49	26	32	36	34	38	25	29	30	30	34
	N	58	40	44	43	32	58	40	44	42	32	57	40	44	42	32
NORMAN	%ILE	32	34	22	47	55	30	28	19	30	42	31	27	15	27	47
	N	39	39	37	28	41	39	39	37	28	43	38	39	37	27	41
OAK SPRINGS	%ILE	33	33	44	29	37	29	26	19	23	34	25	28	26	16	26
	N	27	27	30	37	43	24	27	30	38	43	23	27	30	37	42
ORTEGA	%ILE	38	43	59	46	50	29	43	45	31	26	24	33	40	34	26
	N	41	35	41	30	34	41	35	41	30	34	41	35	41	30	34
PECAN SPRINGS	%ILE	34	35	49	47	41	28	27	44	41	35	24	32	37	39	29
	N	50	56	65	59	50	49	56	66	59	50	49	36	65	59	49
SANCHEZ	%ILE	33	48	60	50	59	29	36	45	41	41	27	34	40	39	39
	N	26	42	51	41	36	26	41	51	41	36	26	41	49	40	36
SIMS	%ILE	31	31	24	39	30	22	14	11	33	25	20	20	13	31	21
	N	56	40	53	38	36	56	40	53	38	36	56	40	53	38	36
WINN	%ILE					36					29					27
	N					122					122					122
ZAVALA	%ILE	27	31	34	30	40	29	31	28	25	38	26	28	22	21	33
	N	38	58	51	38	35	48	60	51	48	35	38	58	50	48	35

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SCHOOL		VOCABULARY					READING COMPREHENSION					MATHEMATICS				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE															
	N															
ALLISON	%ILE															
	N															
BECKER	%ILE															
	N															
BLACKSHEAR	%ILE	14	17	14	23	16	13	12	14	22	13	18	26	20	26	11
	N	43	42	40	48	39	43	42	40	48	39	42	43	39	48	39
BROOKE	%ILE															
	N															
CAMPBELL	%ILE	26	21	21	19	24	17	12	19	15	27	25	31	29	31	53
	N	42	34	35	29	25	45	34	35	29	25	43	34	35	29	25
GOVALLE	%ILE															
	N															
METZ	%ILE	22	28	13	19	21	17	29	24	21	26	28	34	36	28	35
	N	45	51	49	50	41	45	51	49	50	41	45	52	50	49	40
NORMAN	%ILE															
	N															
OAK SPRINGS	%ILE															
	N															
ORTEGA	%ILE															
	N															
PECAN SPRINGS	%ILE															
	N															
SANCHEZ	%ILE	19	21	18	32	22	20	15	23	33	30	29	28	37	49	41
	N	39	31	37	38	44	39	31	37	38	44	40	32	37	39	44
SIMS	%ILE															
	N															
WINN	%ILE															
	N															
ZAVALA	%ILE															
	N															

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Office of Research and Evaluation

PRIORITY SCHOOLS STUDENT ACHIEVEMENT DATA
ITBS MEDIAN PERCENTILES (1988 norms)
1987, 1988, 1989, 1990, 1991

SCHOOL		LANGUAGE					WORK STUDY					COMPOSITE				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
ALLAN	%ILE															
	N															
ALLISON	%ILE															
	N															
BECKER	%ILE															
	N															
BLACKSHEAR	%ILE	14	22	25	30	20	31	23	25	19	10	11	17	16	16	10
	N	42	42	40	48	39	42	42	40	48	38	42	42	39	48	38
BROOKE	%ILE															
	N															
CAMPBELL	%ILE	31	35	34	32	51	27	24	31	23	42	27	24	22	22	38
	N	42	34	35	29	25	45	34	35	29	25	43	34	35	29	25
GOVALLE	%ILE															
	N															
METZ	%ILE	39	38	39	33	41	33	33	30	28	32	25	34	23	23	30
	N	45	51	49	50	41	46	51	50	50	41	44	51	49	49	40
NORMAN	%ILE															
	N															
OAK SPRINGS	%ILE															
	N															
ORTEGA	%ILE															
	N															
PECAN SPRINGS	%ILE															
	N															
SANCHEZ	%ILE	29	33	36	53	46	36	32	32	48	34	27	29	23	40	32
	N	39	31	37	38	44	39	31	37	39	44	39	31	37	38	44
SIMS	%ILE															
	N															
WINN	%ILE															
	N															
ZAVALA	%ILE															
	N															

ATTACHMENT 2-5

Priority Schools TAAS Summary

Summaries of the percent mastery on the TAAS are included by grade, and subtest, and percent passing all tests, for the Priority Schools, by school, and as a group. Data are included for the fall, 1990, TAAS.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TAAS MASTERY LEVELS (1990)

GRADE 3

SCHOOL	WRITING (MET) NUMBER TESTED	WRITING (MET) PERCENTAGE MASTERY	MATHEMATICS (MET) NUMBER TESTED	MATHEMATICS (MET) PERCENTAGE MASTERY	READING (MET) NUMBER TESTED	READING (MET) PERCENTAGE MASTERY	ALL NUMBER TESTED	ALL PERCENTAGE MASTERY
Allan	42	(64%)	44	(86%)	42	(81%)	45	(62%)
Allison	64	(55%)	70	(81%)	66	(79%)	70	(51%)
Becker	50	(72%)	53	(89%)	51	(84%)	54	(69%)
Blackshear	30	(73%)	33	(79%)	31	(61%)	33	(55%)
Brooke	42	(40%)	42	(79%)	43	(70%)	43	(33%)
Campbell	31	(35%)	31	(94%)	31	(84%)	31	(32%)
Govalle	83	(57%)	81	(74%)	82	(77%)	83	(46%)
Metz	48	(88%)	49	(96%)	49	(88%)	49	(82%)
Norman	37	(57%)	37	(81%)	37	(59%)	38	(50%)
Oak Springs	48	(40%)	48	(46%)	45	(67%)	48	(25%)
Ortega	28	(61%)	28	(93%)	27	(85%)	28	(61%)
Pecan Springs	65	(57%)	67	(81%)	64	(72%)	67	(51%)
Sanchez	35	(63%)	38	(66%)	36	(69%)	38	(50%)
Sims	53	(62%)	54	(65%)	53	(68%)	54	(48%)
Winn	115	(48%)	117	(77%)	115	(72%)	118	(41%)
Zavala	42	(45%)	42	(64%)	40	(65%)	42	(40%)
Priority Schools (Avg)	809	(57%)	830	(77%)	600	(74%)	790	(49%)
AISD (Avg)	4842	(67%)	4905	(86%)	4844	(84%)	4980	(62%)

TAAS MASTERY LEVELS (1990)

GRADE 5

SCHOOL	WRITING (MET) NUMBER TESTED	WRITING (MET) PERCENTAGE MASTERY	MATHEMATICS (MET) NUMBER TESTED	MATHEMATICS (MET) PERCENTAGE MASTERY	READING (MET) NUMBER TESTED	READING (MET) PERCENTAGE MASTERY	ALL NUMBER TESTED	ALL PERCENTAGE MASTERY
Allan	46	(80%)	49	(33%)	48	(42%)	49	(24%)
Allison	65	(83%)	66	(58%)	67	(57%)	68	(50%)
Becker	34	(79%)	38	(42%)	36	(56%)	38	(34%)
Blackshear	51	(86%)	52	(54%)	51	(63%)	52	(44%)
Brooke	32	(81%)	36	(61%)	34	(65%)	36	(44%)
Campbell	27	(81%)	27	(63%)	27	(70%)	27	(48%)
Govalle	75	(85%)	77	(31%)	76	(55%)	77	(30%)
Metz	42	(88%)	42	(48%)	43	(53%)	44	(41%)
Norman	43	(74%)	45	(29%)	43	(53%)	45	(22%)
Oak Springs	42	(69%)	45	(24%)	45	(49%)	47	(21%)
Ortega	37	(73%)	37	(46%)	37	(35%)	38	(26%)
Pecan Springs	50	(80%)	52	(38%)	50	(62%)	53	(38%)
Sanchez	47	(77%)	49	(39%)	48	(52%)	49	(29%)
Sims	37	(49%)	38	(24%)	38	(34%)	38	(18%)
Winn	122	(63%)	122	(30%)	124	(46%)	124	(22%)
Zavala	34	(68%)	32	(47%)	33	(45%)	34	(29%)
Priority Schools (Avg)	784	(76%)	807	(40%)	807	(40%)	775	(32%)
AISD (Avg)	4431	(81%)	4498	(60%)	4454	(68%)	4561	(51%)

ATTACHMENT 2-6

Priority Schools TEAMS/TAAS Summary

Included are the summaries of the TEAMS/TAAS comparisons with comparable scaled scores for the 1990 TEAMS compared to the fall, 1990, TAAS. Summaries are by grade and subtest, for each Priority School.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Department of Management Information
Office of Research and Evaluation

TEAMS/TAAS (1990)

GRADE 3

NON SPECIAL EDUCATION STUDENTS
COMPARABLE SCALED SCORES

	WRITING		READING		MATHEMATICS		AVERAGE SCALED SCORE		
SCHOOL	TEAMS	TAAS	TEAMS	TAAS	TEAMS	TAAS	TEAMS	TAAS	CHANGE
Allan	753	765	771	762	830	806	785	778	- 7
Allison	760	740	780	757	832	811	791	769	-22
Becker	825	812	799	812	883	835	836	803	-33
Blackshear	831	763	816	768	840	821	829	800	-29
Brooke	750	720	764	732	827	786	780	746	-34
Campbell	706	722	713	813	782	871	734	802	+68
Govalle	764	748	817	781	827	796	803	755	-48
Metz	743	789	750	788	812	851	768	809	+41
Norman	721	753	759	746	775	807	752	769	+17
Oak Springs	709	702	774	731	817	722	770	718	-52
Ortega	803	776	782	769	842	841	809	795	-14
Pecan Srings	754	750	797	756	841	822	797	776	-21
Sanchez	821	777	826	755	865	783	837	772	-65
Sims	746	751	754	748	791	774	764	758	- 6
Winn	827	723	786	765	818	792	810	760	-50
Zavala	708	721	728	759	767	773	734	751	+17
Priority Schools									
AISD	776	777	820	818	854	844	817	813	- 4

TEAMS/TAAS (1990)

GRADE 5

NON SPECIAL EDUCATION STUDENTS
COMPARABLE SCALED SCORES

	WRITING		READING		MATHEMATICS		AVERAGE SCALED SCORE		
SCHOOL	TEAMS	TAAS	TEAMS	TAAS	TEAMS	TAAS	TEAMS	TAAS	CHANGE
Allan	795	755	766	752	793	754	785	754	-31
Allison	784	793	773	776	839	815	799	795	- 4
Becker	759	763	741	780	800	795	767	779	+12
Blackshear	677	787	728	780	715	813	707	793	+86
Brooke	741	801	782	777	841	811	788	796	+ 8
Campbell	730	784	724	795	761	808	738	796	+58
Govalle	724	788	768	775	785	762	759	775	+16
Metz	761	789	741	770	773	792	758	784	+26
Norman	795	768	774	765	750	760	773	764	- 9
Oak Springs	701	721	737	743	734	747	724	737	+13
Ortega	772	757	775	736	782	770	776	754	-22
Pecan Srings	795	783	785	780	775	783	785	782	- 3
Sanchez	784	770	774	766	833	791	797	776	-21
Sims	731	713	744	725	770	749	748	729	-19
Winn	--	728	--	745	--	746	--	740	--
Zavala	719	755	705	753	744	793	723	767	+44
Priority Schools									
AISD	826	786	807	805	789	821	807	804	- 3

ATTACHMENT 2-7

Recommended Promotion/Placement/Retention Percentages for 1991-92

The recommended promotion/placement/retention percentages by grade and total for 1991-92 are presented for each of the Priority Schools, for the Priority Schools as a group, for the other elementary schools, and for AISD elementary as a whole.

RECOMMENDED PROMOTION/PLACEMENT/RETENTION PERCENTAGES
FOR 1991-92 FOR PRIORITY SCHOOLS AND OTHER ELEMENTARY SCHOOLS

School	K			1			2			3			4			5			6			TOTAL		
	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %	PR %	PL %	R %
Allan	84	14	3	91	4	5	78	21	1	97	3	0	96	4	0	95	5	0	--	--	--	89	9	2
Allison	100	0	0	89	7	4	95	4	1	98	2	0	99	1	0	99	1	0	--	--	--	97	3	1
Becker	97	4	0	89	7	4	60	40	0	95	5	0	100	0	0	93	2	5	--	--	--	90	8	2
Blackshear	98	2	0	80	20	0	78	22	0	88	12	0	75	25	0	72	28	0	78	22	0	81	19	0
Brooke	94	7	0	90	9	2	88	12	0	99	2	0	97	3	0	100	0	0	--	--	--	94	5	1
Campbell	100	0	0	81	19	0	94	6	0	78	22	0	87	13	0	95	5	0	91	9	0	90	10	0
Govalle	87	11	3	87	10	3	95	4	1	100	0	0	99	1	0	90	10	0	--	--	--	92	6	1
Metz	98	0	2	87	7	6	99	1	0	97	2	2	95	5	0	98	2	0	98	2	0	96	3	1
Norman	100	0	0	95	5	0	96	4	0	100	0	0	100	0	0	100	0	0	--	--	--	99	2	0
Oak Springs	100	0	0	82	18	0	99	2	0	91	9	0	98	2	0	89	11	0	--	--	--	93	7	0
Ortega	100	0	0	81	19	0	98	2	0	98	2	0	96	4	0	94	6	0	--	--	--	94	6	0
Pecan Springs	100	0	0	89	10	1	99	1	0	100	0	0	100	0	0	100	0	0	--	--	--	98	2	1
Sanchez	99	1	0	88	11	1	94	2	4	99	1	0	98	2	0	99	1	0	93	7	0	95	4	1
Sims	100	0	0	85	15	0	92	8	0	90	10	0	96	4	0	85	15	0	--	--	--	92	8	0
Winn	99	0	1	91	8	1	94	6	0	97	3	0	100	0	0	79	21	0	--	--	--	93	7	1
Zavala	98	2	0	85	13	3	98	2	0	98	2	0	95	5	0	93	7	0	--	--	--	94	5	1
Priority Schools	96	3	1	87	11	2	92	7	1	96	4	0	96	4	0	91	8	0	90	10	0	93	6	1
Other Elementary Schools	99	1	0	93	4	3	96	3	1	97	3	0	98	2	0	97	2	0	98	2	0	97	2	1
AISD Elementary Schools	98	1	0	92	5	3	96	4	1	97	3	0	98	2	0	96	4	0	96	4	0	96	3	1

ATTACHMENT 2-8

Priority Schools Discipline Incidents

Discipline incidents for 1990-91 were obtained for each Priority School. Totals for all Priority Schools, other elementaries, and all AISD elementaries are also included.

ATTACHMENT 2-8
PRIORITY SCHOOL DISCIPLINE INCIDENTS
1987-88, 1989-90, AND 1990-91*

SCHOOL	PUNISHMENT			SUSPENSION			EMERGENCY REMOVAL			REMOVAL TO AEP			TOTAL		
	87-88	89-90	90-91	87-88	89-90	90-91	87-88	89-90	90-91	87-88	89-90	90-91	87-88	89-90	90-91
ALLAN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ALLISON	3	0	0	0	0	0	0	0	0	0	0	0	3	0	0
BECKER	29	0	0	5	0	0	0	0	0	0	0	0	34	0	0
BLACKSHEAR	18	14	28	0	0	0	0	0	2	0	0	1	18	14	31
BROOKE	5	0	3	0	0	0	0	0	0	0	0	0	5	0	3
CAMPBELL	0	1	0	0	0	2	0	0	2	0	0	0	0	1	4
GOVALLE	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0
METZ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NORMAN	0	1	0	0	1	0	0	0	0	0	0	0	0	2	0
OAK SPRINGS	20	15	44	0	2	10	0	1	0	0	0	0	20	18	54
ORTEGA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PECAN SPRINGS	6	0	0	3	0	0	0	0	0	0	1	0	9	1	0
SANCHEZ	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SIMS	4	19	4	0	0	0	0	0	0	0	0	0	4	19	4
WINN	34	0	0	0	0	0	0	0	0	0	0	0	34	0	0
ZAVALA	0	0	0	15	2	0	0	0	0	0	1	0	15	3	0
PRIORITY SCHOOLS	119	50	79	23	5	12	0	1	4	0	4	1	142	60	96
OTHER ELEMENTARY	197	160	73	68	59	64	3	4	3	0	10	4	268	233	144
TOTAL ELEMENTARY	316	210	152	91	64	76	3	5	7	0	14	5	410	293	240

* 1988-89 figures can be found in ORE publication 89.04, Figure 2-26, page 35.

ATTACHMENT 7-1

Priority Schools Adopt-A-School Data By School

Adopt-A-School records for 1990-91 were obtained for each Priority School. Information for each school includes: number of adopters, names of adopters, amount of cash contributions, estimated value of inkind contributions, number of volunteers, and number of volunteer hours.

SCHOOL	NUMBER OF ADOPTERS	ADOPTER	CASH CONTRIBUTIONS	INKIND CONTRIBUTIONS	NUMBER OF VOLUNTEERS	NUMBER OF VOLUNTEER HOURS
ALLAN	13	Greater East Austin Optimists; Adult Probation Department Travis County; HEB #1; Parque Zaragosa Advisory Board; Roy's Taxi Company; LULAC District 7; Teaney's of Texas; HHD 249th Battalion; DeLeon, Boggins, and Richards; El Mercado Restaurant; Catholic War Veterans Post 1805; Chicano Graduate Student Association; Maxim Engineers, Inc.	$2,550	$5,255	75	603
ALLISON	14	Lockheed Austin Division; Church Women United; Armando's Floral Design; Appletree #719; Alberto Garcia; HEB #12; Elliot Trestor, M.D.; Greater East Austin Optimists; Toulouse/Headliners East; Legal Video Productions; Cattleman's State Bank; Lockheed Lassies; Limon's Bakery and Restaurant; Fabian's Tire Service	$4,285	$3,251	156	1,777
BECKER	24	UT Performing Arts Center; HEB #8; Green Pastures; Mary Law; Austin Brass; St. Michael's; St. Edward's University; St. Edward's Community Mentor Program; Whitley Co.; Terra Toys; Walgreen's; Rudy's Hair Design; PD Services; K-Mart; 7-Eleven #12701; Hair Flair; Magnolia Cafe; Mama's Kitchen; Orton Photography; The Polkinghorn/Cline Partnership; Quik Print; South Austin Civic Club; South Austin Neighborhood Council; Stoeltje Associates, Inc.	$2,551	$3,967	69	687
BLACKSHEAR	16	Alpha Epsilon Phi Sorority; Austin Northeast Kiwanis Club; Blacks in Government; HEB #1; Kappa Alpha Psi Fraternity; Leona Marcus; Omega Psi Phi Fraternity; Phi Delta Kappa, Inc./ Delta Beta Chapter; Skyylord's Screen Printing; UT Freshman Admission Center; UT Golden Key National Honor Society; Vogue College of Cosmetology; G. Hunt and Company Realtors; Zonta Club of Austin; Home Video Plus Music; KLW Engineering	$1,100	$3,636	110	650
BROOKE	12	Alpha Phi Omega; Capital Metro; Fine Printing; Greater East Austin Optimist Club; HEB #1; La Pena; Las Manitas Cafe; Russell Real Estate/Ben Ben White Storage; Texas Commerce Bank; Tio Tito's Restaurant; Juan in a Million; Zachary Scott Theatre	$2,106	$1,378	185	3,804
CAMPBELL	7	HEB #3; Ford Credit; Delta Sigma Theta; Wesley United Methodist Church; NCNB Texas National Bank; Small, Craig, and Werkenthin Law Firm; Hospital Pharmacy	$823	$2,355	61	1,496
GOVALLE	8	IRS District Office; Austin Cablevision; Colorado Street Cafe; Greater East Austin Optimists; HEB #1; Kraft-FrosTex Foods; Capital Network Systems, Inc.; State Dept. of Hwys. & Public Transportation Division 4	$6,650	$7,325	251	875
METZ	12	Texwood Furniture Company; HEB #1; Austin Area Pawn Brokers Association; Hispanic Chamber of Commerce; Greater East Austin Optimists Club; East Austin Lions Club; Tortilleria Rosales; Juan in a Million; Shoney's; El Zarape Restaurant; Southwestern Bell; Four Seasons Nursing Center	$50	$7,305	32	220

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SCHOOL	NUMBER OF ADOPTERS	ADOPTER	CASH CONTRIBUTIONS	INKIND CONTRIBUTIONS	NUMBER OF VOLUNTEERS	NUMBER OF VOLUNTEER HOURS
NORMAN	6	Alpha Phi Alpha; HEB #13; McGinnis, Lochridge and Kilgore; St. Stephens Baptist Church; Texas Organized Professionals; Tremetrics, Inc.	$5,230	$7,609	335	1,329
OAK SPRINGS	14	Southern Union Gas; Kentucky Fried Chicken; Austin on Tap; Kingfish Tropical Fish; HEB #1; Bergstrom AFB; Bergstrom AFB Honor Guard; Cal's Beauty Supply; Lala Convalescent Center; Vogue Beauty College; Radio Shack; Steck-Vaughn Co.; Pelican's Wharf; Top Ladies of Distinction	$6,055	$10,200	80	2,722
ORTEGA	11	Austin Federal Savings; HEB #13; University Rotary Club; Seis Salsas; UTR Halls; KLRU-TV Studios; Austin Marriott at the Capitol; Ballet Austin; Hibernia Bank; Ballet Folklorico Aztlan de Tejas; Greater East Austin Optimist Club	$1,610	$7,696	254	4,098
PECAN SPRINGS	12	Appletree; Aquallo's Florist; HEB #13; Longhorn Lions Club; Mr. and Mrs. Robert Farrow; Pecan Springs Neighborhood Assn.; Popeye's Chicken; Texas Commerce Bank; Art Hall Trophies; FKB Grocery; Capital City Lions Club; Pecan Springs Christian Church	$4,157	$2,465	73	1,693
SANCHEZ	16	Austin American Statesman; Dunhill Temporary Systems; Cafe Serranos; Garcia and Sprouse; Graeber, Simmons and Cowan; HEB #1; Mr. and Mrs. Lopez; Dr. George Olds, DDS; Rizano's; La Pena; SST Transport; Austin Police Association; Kidd, Whitehurst, Harkness and Watson; 7-11 #12682; Rodriguez Graphic Design; Snider Construction/Commercial	$1,700	$18,240	75	1,637
SIMS	8	Carla Emery, DPM; Driskill Hotel; Franklin Federal Bancorp; HEB #13; Hughes and Luce; Mary E's Kitchen; Professional Secretaries Int.; Pepsi-Cola Company	$631	$2,077	13	18
WINN	6	LZT Architects; HEB #13; Springdale Shopping Center; Sonic Drive-In; The Holden Group; Kentucky Fried Chicken;	$1,345	$3,263	19	228
ZAVALA	24	ACCO Waste Paper of Austin; Austin Diagnostic Clinic; Attorney General Hispanic Employee Assoc. of Texas; Capital Area Chapter of the Tx. Assoc. of Professional Surveyors; Clark, Thomas, Winter, and Newton; Dot's Typing; Dr. Santiago Zamora; El Porvenir; First City, Texas; Galleria de Raf; Greater East Austin Optimist Club; HEB #1; Horizon Savings; Impressions Printing and Graphics; Joe's Bakery; Kappa Alpha Theta Sorority; Marisco's Seafood Restaurant; Mr. Gatti's #102; Metcalfe & Sanders Land Surveyors, Inc.; Native Son Plant Nursery; Shear Down Sixth Street Hair Salon; Soroptimist International of Austin; Texas State Troopers Association; Texwood Furniture Corp.	$4,378	$1,250	56	205
TOTAL	203		$45,221	$87,272	1,844	22,042
MEAN	12.7		$2,826	$5,455	115	1,378

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ATTACHMENT 7-2

Elementary Parent Survey Results

Item response summaries for each of the 15 questions asked in the spring, 1991, elementary parent survey are presented for the Priority Schools as a group, and for the other elementary schools, as a group.

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ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, AND 1990-91

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SCHOOL: PRIORITY SCHS

05/21/91
SVSSURV8
PAGE 1

90.04

RESPONSES — SUMMARY

ITEMS	RESPONSES OF:		STRONGLY AGREE(SA)	AGREE(A)	NEUTRAL	DISAGREE (D)	STRONGLY DISAGREE(SD)	DON'T KNOW/NOT APPLICABLE	AGREE (SA+A)	DISAGREE (D+SD)
1. IN GENERAL, THE BUILDINGS AND GROUNDS OF MY CHILD'S SCHOOL ARE WELL MAINTAINED, NEAT, CLEAN, AND ATTRACTIVE.	PRIORITY SCHS	88-89	38%	50%	8%	3%	1%	1%	88%	4%
		89-90	34%	48%	11%	5%	2%	1%	82%	7%
		90-91	40%	46%	8%	3%	1%	1%	86%	4%
		CHANGE FROM								
		88-89	2%	-4%	0%	0%	0%	0%	-2%	0%
		89-90	6%	-2%	-3%	-2%	-1%	0%	4%	-3%
2. THE MISSION OR PHILOSOPHY OF MY CHILD'S SCHOOL HAS BEEN CLEARLY COMMUNICATED TO ME.	PRIORITY SCHS	88-89	29%	51%	11%	3%	1%	4%	80%	4%
		89-90	31%	48%	13%	4%	1%	3%	79%	5%
		90-91	31%	51%	11%	3%	1%	3%	82%	4%
		CHANGE FROM								
		88-89	2%	0%	0%	0%	0%	-1%	2%	0%
		89-90	0%	3%	-2%	-1%	0%	0%	3%	-1%
3. MY CHILD'S SCHOOL IS A SAFE, SECURE PLACE TO LEARN.	PRIORITY SCHS	88-89	41%	45%	10%	2%	1%	1%	86%	3%
		89-90	40%	41%	10%	4%	3%	1%	81%	7%
		90-91	45%	43%	9%	2%	1%	1%	88%	3%
		CHANGE FROM								
		88-89	4%	-2%	-1%	0%	0%	0%	2%	0%
		89-90	5%	2%	-1%	-2%	-2%	0%	7%	-4%
4. THE STAFF AT MY CHILD'S SCHOOL REALLY BELIEVES THAT HE/SHE CAN ACHIEVE ACADEMICALLY.	PRIORITY SCHS	88-89	51%	40%	6%	1%	0%	2%	91%	1%
		89-90	51%	39%	7%	1%	0%	2%	90%	1%
		90-91	53%	37%	6%	1%	1%	2%	90%	2%
		CHANGE FROM								
		88-89	2%	-3%	0%	0%	1%	0%	-1%	1%
		89-90	2%	-2%	-1%	0%	1%	0%	0%	1%
5. MY CHILD'S SCHOOL IS AN EFFECTIVE (EXCELLENT) SCHOOL.	PRIORITY SCHS	88-89	39%	44%	13%	3%	1%	1%	83%	4%
		89-90	38%	43%	14%	3%	1%	1%	81%	4%
		90-91	42%	41%	12%	2%	1%	1%	83%	3%
		CHANGE FROM								
		88-89	3%	-3%	-1%	-1%	0%	0%	0%	-1%
		89-90	4%	-2%	-2%	-1%	0%	0%	2%	-1%
6. DISCIPLINE IN MY CHILD'S SCHOOL IS FAIR AND RELATED TO AGREED-UPON RULES.	PRIORITY SCHS	88-89	36%	47%	10%	3%	1%	3%	83%	4%
		89-90	32%	50%	10%	4%	1%	3%	82%	5%
		90-91	35%	48%	11%	3%	1%	3%	83%	4%
		CHANGE FROM								
		88-89	-1%	1%	1%	0%	0%	0%	0%	0%
		89-90	3%	-2%	1%	-1%	0%	0%	1%	-1%
7. MY CHILD HAS LEARNED A LOT THIS SCHOOL YEAR.	PRIORITY SCHS	88-89	59%	33%	5%	2%	0%	1%	92%	2%
		89-90	55%	35%	7%	2%	0%	1%	90%	2%
		90-91	59%	32%	6%	2%	1%	0%	91%	3%
		CHANGE FROM								
		88-89	0%	-1%	1%	0%	1%	-1%	-1%	1%
		89-90	4%	-3%	-1%	0%	1%	-1%	1%	1%
8. I HAVE A POSITIVE RELATIONSHIP WITH THE STAFF OF MY CHILD'S SCHOOL.	PRIORITY SCHS	88-89	30%	42%	18%	4%	1%	4%	72%	5%
		89-90	30%	40%	21%	4%	1%	3%	70%	5%
		90-91	32%	39%	21%	5%	1%	2%	71%	6%
		CHANGE FROM								
		88-89	2%	-3%	3%	1%	0%	-2%	-1%	1%
		89-90	2%	-1%	0%	1%	0%	-1%	1%	1%
9. I AM INVOLVED AS MUCH AS I WANT TO BE IN MY CHILD'S SCHOOL.	PRIORITY SCHS	88-89	21%	38%	21%	12%	3%	3%	59%	15%
		89-90	20%	38%	24%	13%	2%	3%	58%	15%
		90-91	21%	37%	24%	13%	2%	2%	58%	15%
		CHANGE FROM								
		88-89	0%	-1%	3%	1%	-1%	-1%	-1%	0%
		89-90	1%	-1%	0%	0%	0%	-1%	0%	0%

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ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, AND 1990-91

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SCHOOL: PRIORITY SCHS

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ITEMS	RESPONSES OF:		RESPONSES -A-	-B-	-C-	-D-	-E-	-F-	-G-	-H-	-I-	-J-	-K-	-L-	-M-
10. MY PREFERRED WAYS OF BEING INVOLVED WITH MY CHILD'S SCHOOL ARE: (CHOOSE ALL THAT APPLY)	PRIORITY SCHS	88-89	25%	36%	58%	67%	19%	70%	47%	29%	17%	8%			
		89-90	24%	34%	60%	67%	20%	71%	45%	29%	18%	7%			
		90-91	27%	33%	57%	70%	18%	74%	47%	28%	17%	6%			
		CHANGE FROM													
		88-89	2%	-3%	-1%	3%	-1%	4%	0%	-1%	0%	-2%			
		89-90	3%	-1%	-3%	3%	-2%	3%	2%	-1%	-1%	-1%			
11. I TALK TO MY CHILD ABOUT WHAT HAPPENS AT SCHOOL.	PRIORITY SCHS	88-89	63%	26%	10%	0%									
		89-90	63%	26%	10%	1%									
		90-91	63%	24%	12%	0%									
		CHANGE FROM													
		88-89	0%	-2%	2%	0%									
		89-90	0%	-2%	2%	-1%									
12. COMPARED TO A YEAR AGO, THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL HAS:	PRIORITY SCHS	88-89	52%	3%	24%	20%									
		89-90	49%	4%	28%	18%									
		90-91	50%	4%	27%	19%									
		CHANGE FROM													
		88-89	-2%	1%	3%	-1%									
		89-90	1%	0%	-1%	1%									
13. I WOULD RATE THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL AS:	PRIORITY SCHS	88-89	41%	25%	30%	3%	1%								
		89-90	41%	26%	30%	2%	1%								
		90-91	44%	25%	28%	2%	1%								
		CHANGE FROM													
		88-89	3%	0%	-2%	-1%	0%								
		89-90	3%	-1%	-2%	0%	0%								
14. WHAT ARE AISD'S GREATEST STRENGTHS? (CHOOSE ALL THAT APPLY)	PRIORITY SCHS	88-89	51%	48%	54%	40%	37%	27%	26%	25%	18%	37%	28%	5%	
		89-90	51%	46%	57%	37%	37%	30%	21%	21%	19%	35%	27%	30%	5%
		90-91	49%	46%	56%	38%	39%	31%	24%	22%	20%	37%	27%	30%	3%
		CHANGE FROM													
		88-89	-2%	-2%	2%	-2%	2%	4%	-2%	-3%	2%	0%	-1%	25%	
		89-90	-2%	0%	-1%	1%	2%	1%	3%	1%	1%	2%	0%	0%	-2%
15. WHAT ARE AISD'S GREATEST AREAS IN NEED OF IMPROVEMENT? (CHOOSE ALL THAT APPLY)	PRIORITY SCHS	88-89	21%	20%	28%	20%	24%	32%	20%	28%	37%	25%	18%	9%	
		89-90	22%	18%	26%	18%	24%	30%	28%	32%	32%	25%	19%	25%	7%
		90-91	23%	21%	30%	20%	25%	32%	22%	26%	36%	22%	19%	28%	6%
		CHANGE FROM													
		88-89	2%	1%	2%	0%	1%	0%	2%	-2%	-1%	-3%	1%	19%	
		89-90	1%	3%	4%	2%	1%	2%	-6%	-6%	4%	-3%	0%	3%	-1%

RETURN RATE		SENT	RETURNED	% RETURNED
173	88-89	5169	2311	44.7%
	89-90	4955	2457	49.6%
	90-91	5859	2557	43.6%
	CHANGE FROM			
	88-89	690	246	-1.1%
	89-90	904	100	-5.9%

*NOT ALL SURVEY RESPONDENTS ANSWERED ALL QUESTIONS

*NOT ALL PERCENTAGES ADD UP TO 100% DUE TO ROUNDING

CHOICES

A. PARTICIPATING IN PARENT TRAINING.
B. PARTICIPATING IN THE SCHOOL'S PTA/PTO.
C. ATTENDING PARENT/TEACHER CONFERENCES.
D. SIGNING REPORT CARDS.
E. VOLUNTEERING AT THE SCHOOL (SPEAKER, CLERK, TUTOR, HELPER, ETC.).
F. HELPING MY CHILD WITH HOMEWORK.
G. WORKING WITH MY CHILD ON REINFORCEMENT ACTIVITIES.
H. HELPING WITH EXTRA-CURRICULAR ACTIVITIES.
I. PARTICIPATING IN PLANNING ACTIVITIES.
J. OTHER

A. VERY OFTEN
B. OFTEN
C. SOMETIMES
D. NEVER

A. GONE UP.
B. GONE DOWN.
C. STAYED ABOUT THE SAME.
D. DID NOT ATTEND THIS SCHOOL LAST SCHOOL YEAR

A. EXCELLENT.
B. ABOVE AVERAGE.
C. AVERAGE.
D. BELOW AVERAGE.
E. POOR.

A. ACADEMIC QUALITY
B. INSTRUCTIONAL STAFF
C. COMMUNICATION WITH PARENTS
D. DISCIPLINE
E. PARENTAL INVOLVEMENT
F. DRUGS/SEX/AIDS EDUCATION
G. SCHOOL FACILITIES
H. MATERIALS/EQUIPMENT
I. DROPOUT PREVENTION
J. SPECIAL SUPPORT PROGRAMS (I.E., SPECIAL EDUCATION, AIM HIGH)
K. CLASS SIZE
L. ALCOHOL/DRUG ABUSE PREVENTION EFFORTS
M. OTHER

ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, AND 1990-91

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SCHOOL: NON-PRIORITY

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90.04

ITEMS	RESPONSES OF:		RESPONSES: STRONGLY AGREE(SA)	AGREE(A)	NEUTRAL	DISAGREE (D)	STRONGLY DISAGREE(SD)	DON'T KNOW/NOT APPLICABLE	SUMMARY: AGREE (SA+A)	DISAGREE (D+SD)
1. IN GENERAL, THE BUILDINGS AND GROUNDS OF MY CHILD'S SCHOOL ARE WELL MAINTAINED, NEAT, CLEAN, AND ATTRACTIVE.	NON-PRIORITY	88-89	39%	51%	6%	3%	1%	1%	90%	4%
		89-90	35%	51%	9%	3%	1%	1%	86%	4%
		90-91	40%	49%	6%	3%	1%	0%	89%	4%
		CHANGE FROM								
		88-89	1%	-2%	0%	0%	0%	-1%	-1%	0%
		89-90	5%	-2%	-3%	0%	0%	-1%	3%	0%
2. THE MISSION OR PHILOSOPHY OF MY CHILD'S SCHOOL HAS BEEN CLEARLY COMMUNICATED TO ME.	NON-PRIORITY	88-89	27%	49%	15%	6%	1%	2%	76%	7%
		89-90	27%	50%	14%	6%	1%	2%	77%	7%
		90-91	31%	48%	14%	5%	1%	2%	79%	6%
		CHANGE FROM								
		88-89	4%	-1%	-1%	-1%	0%	0%	3%	-1%
		89-90	4%	-2%	0%	-1%	0%	0%	2%	-1%
3. MY CHILD'S SCHOOL IS A SAFE, SECURE PLACE TO LEARN.	NON-PRIORITY	88-89	38%	49%	9%	2%	1%	1%	87%	3%
		89-90	38%	50%	9%	2%	1%	1%	88%	3%
		90-91	43%	48%	7%	1%	0%	0%	91%	1%
		CHANGE FROM								
		88-89	5%	-1%	-2%	-1%	-1%	-1%	4%	-2%
		89-90	5%	-2%	-2%	-1%	-1%	-1%	3%	-2%
4. THE STAFF AT MY CHILD'S SCHOOL REALLY BELIEVES THAT HE/SHE CAN ACHIEVE ACADEMICALLY.	NON-PRIORITY	88-89	48%	42%	7%	1%	0%	2%	90%	1%
		89-90	47%	43%	7%	1%	0%	1%	90%	1%
		90-91	50%	41%	7%	1%	1%	1%	91%	2%
		CHANGE FROM								
		88-89	2%	-1%	0%	0%	1%	-1%	1%	1%
		89-90	3%	-2%	0%	0%	1%	0%	1%	1%
5. MY CHILD'S SCHOOL IS AN EFFECTIVE (EXCELLENT) SCHOOL.	NON-PRIORITY	88-89	36%	46%	13%	3%	1%	1%	82%	4%
		89-90	34%	47%	14%	3%	1%	1%	81%	4%
		90-91	39%	45%	12%	3%	1%	1%	84%	4%
		CHANGE FROM								
		88-89	3%	-1%	-1%	0%	0%	0%	2%	0%
		89-90	5%	-2%	-2%	0%	0%	0%	3%	0%
6. DISCIPLINE IN MY CHILD'S SCHOOL IS FAIR AND RELATED TO AGREED-UPON RULES.	NON-PRIORITY	88-89	32%	49%	11%	3%	1%	4%	81%	4%
		89-90	30%	50%	12%	3%	1%	3%	80%	4%
		90-91	33%	49%	11%	3%	1%	3%	82%	4%
		CHANGE FROM								
		88-89	1%	0%	0%	0%	0%	-1%	1%	0%
		89-90	3%	-1%	-1%	0%	0%	0%	2%	0%
7. MY CHILD HAS LEARNED A LOT THIS SCHOOL YEAR.	NON-PRIORITY	88-89	49%	40%	8%	2%	1%	0%	89%	3%
		89-90	48%	41%	8%	2%	1%	0%	89%	3%
		90-91	49%	40%	7%	2%	0%	0%	89%	2%
		CHANGE FROM								
		88-89	0%	0%	-1%	0%	-1%	0%	0%	-1%
		89-90	1%	-1%	-1%	0%	-1%	0%	0%	-1%
8. I HAVE A POSITIVE RELATIONSHIP WITH THE STAFF OF MY CHILD'S SCHOOL.	NON-PRIORITY	88-89	34%	45%	15%	3%	1%	2%	79%	4%
		89-90	33%	46%	15%	4%	1%	2%	79%	5%
		90-91	36%	45%	14%	3%	1%	1%	81%	4%
		CHANGE FROM								
		88-89	2%	0%	-1%	0%	0%	-1%	2%	0%
		89-90	3%	-1%	-1%	-1%	0%	-1%	2%	-1%
9. I AM INVOLVED AS MUCH AS I WANT TO BE IN MY CHILD'S SCHOOL.	NON-PRIORITY	88-89	20%	43%	18%	14%	2%	2%	63%	16%
		89-90	20%	43%	19%	15%	2%	1%	63%	17%
		90-91	22%	43%	19%	13%	2%	1%	65%	15%
		CHANGE FROM								
		88-89	2%	0%	1%	-1%	0%	-1%	2%	-1%
		89-90	2%	0%	0%	-2%	0%	0%	2%	-2%

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ELEMENTARY PARENT SURVEY: 1988-89, 1989-90, AND 1990-91

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH & EVALUATION
SCHOOL: NON-PRIORITY

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90.04

ITEMS	RESPONSES OF:		RESPONSES -A-	-B-	-C-	-D-	-E-	-F-	-G-	-H-	-I-	-J-	-K-	-L-	-M-	CHOICES
10 MY PREFERRED WAYS OF BEING INVOLVED WITH MY CHILD'S SCHOOL ARE: (CHOOSE ALL THAT APPLY)	NON-PRIORITY	88-89	25%	41%	71%	78%	30%	83%	68%	48%	23%	7%				A PARTICIPATING IN PARENT TRAINING.
		89-90	24%	41%	72%	77%	30%	83%	67%	47%	22%	6%				B PARTICIPATING IN THE SCHOOL'S PTA/PTO.
		90-91	24%	41%	71%	79%	31%	86%	70%	49%	22%	6%				C ATTENDING PARENT/ TEACHER CONFERENCES.
		CHANGE FROM														D SIGNING REPORT CARDS.
		88-89	-1%	0%	0%	1%	1%	3%	2%	1%	-1%	-1%				E VOLUNTEERING AT THE SCHOOL (SPEAKER, CLERK, TUTOR, HELPER, ETC.).
		89-90	0%	0%	-1%	2%	1%	3%	3%	2%	0%	0%				F HELPING MY CHILD WITH HOMEWORK.
																G WORKING WITH MY CHILD ON REINFORCEMENT ACTIVITIES.
																H HELPING WITH EXTRA-CURRICULAR ACTIVITIES.
																I PARTICIPATING IN PLANNING ACTIVITIES.
																J OTHER
11 I TALK TO MY CHILD ABOUT WHAT HAPPENS AT SCHOOL.	NON-PRIORITY	88-89	73%	23%	5%	0%										A VERY OFTEN
		89-90	74%	21%	5%	0%										B OFTEN
		90-91	74%	21%	4%	0%										C SOMETIMES
		CHANGE FROM														D NEVER
		88-89	1%	-2%	-1%	0%										
		89-90	0%	0%	-1%	0%										
12 COMPARED TO A YEAR AGO, THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL HAS:	NON-PRIORITY	88-89	26%	3%	41%	29%										A GONE UP
		89-90	25%	4%	45%	25%										B GONE DOWN
		90-91	28%	4%	45%	24%										C STAYED ABOUT THE SAME
		CHANGE FROM														D DID NOT ATTEND THIS SCHOOL LAST SCHOOL YEAR
		88-89	2%	1%	4%	-5%										
		89-90	3%	0%	0%	-1%										
13 I WOULD RATE THE QUALITY OF EDUCATION IN MY CHILD'S SCHOOL AS:	NON-PRIORITY	88-89	34%	38%	25%	2%	0%									A EXCELLENT
		89-90	32%	39%	27%	2%	0%									B ABOVE AVERAGE
		90-91	36%	39%	23%	1%	0%									C AVERAGE
		CHANGE FROM														D BELOW AVERAGE
		88-89	2%	1%	-2%	-1%	0%									E POOR
		89-90	4%	0%	-4%	-1%	0%									
14 WHAT ARE AISD'S GREATEST STRENGTHS? (CHOOSE ALL THAT APPLY)	NON-PRIORITY	88-89	54%	59%	57%	34%	42%	27%	35%	29%	11%	43%	29%	4%		A ACADEMIC QUALITY
		89-90	51%	58%	55%	33%	44%	27%	27%	24%	12%	40%	26%	30%	4%	B INSTRUCTIONAL STAFF
		90-91	53%	60%	57%	33%	45%	28%	33%	29%	12%	41%	30%	30%	3%	C COMMUNICATION WITH PARENTS
		CHANGE FROM														D DISCIPLINE
		88-89	-1%	1%	0%	-1%	3%	1%	-2%	0%	1%	-2%	1%	26%		E PARENTAL INVOLVEMENT
		89-90	2%	2%	2%	0%	1%	1%	6%	5%	0%	1%	4%	0%	-1%	F DRUGS/SEX/AIDS EDUCATION
																G SCHOOL FACILITIES
15 WHAT ARE AISD'S GREATEST AREAS IN NEED OF IMPROVEMENT? (CHOOSE ALL THAT APPLY)	NON-PRIORITY	88-89	23%	18%	27%	18%	19%	26%	24%	31%	28%	22%	34%	12%		H MATERIALS/EQUIPMENT
		89-90	25%	16%	27%	17%	19%	27%	37%	33%	29%	20%	38%	22%	9%	I DROPOUT PREVENTION
		90-91	25%	17%	28%	18%	20%	23%	28%	30%	29%	21%	36%	21%	9%	J SPECIAL SUPPORT PROGRAMS (I.E., SPECIAL EDUCATION AIM HIGH)
		CHANGE FROM														K CLASS SIZE
		88-89	2%	-1%	1%	0%	1%	-3%	4%	-1%	1%	-1%	2%	9%		L ALCOHOL/DRUG ABUSE PREVENTION EFFORTS
		89-90	0%	1%	1%	1%	1%	-4%	-9%	-3%	0%	1%	-2%	-1%	0%	M OTHER
RETURN RATE 177	NON-PRIORITY		SENT		RETURNED		% RETURNED									
		88-89	21791		11013		50.5%									
		89-90	22647		12211		53.9%									
		90-91	22626		11735		51.9%									
		CHANGE FROM														
		88-89	835		722		1.3%									
		89-90	-21		-476		-2.1%									

*NOT ALL SURVEY RESPONDENTS ANSWERED ALL QUESTIONS

*NOT ALL PERCENTAGES ADD UP TO 100% DUE TO ROUNDING

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Austin Independent School District

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July, 1991

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